

# The Educational Record

Published Quarterly by

The American Council on Education

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Volume 6

January, 1925

No. 1

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Editor:

C. R. MANN

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Annual Subscription, \$2.00

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NATIONAL CAPITAL PRESS, INC., WASHINGTON, D. C.

## The Nature of Intellect<sup>1</sup>

THE FACT of human life of whose nature we seek a more exact description is the ability to deal with things or persons or ideas by the use of ideas. We contrast intellectual power over things as by ideas about length or weight or heat with nonintellectual power over things as by strength or skill or acuity of vision. We contrast intellectual power over people as by consideration of facts about them with nonintellectual power over them as by good temper or courage or physical charm. We contrast intellectual power over ideas as by using other ideas to gain success with them, with nonintellectual power over them as by industry or patience.

The facts and arguments which I shall present do not, however, depend for relevance or value upon the acceptance of this particular identification and demarcation of intellect. They will apply nearly or quite as well to any preliminary description which any competent psychologist would devise for those features of life wherein the Aristotles differ most widely from the inmates of asylums for idiots, and wherein the life of a man thinking effectively about mathematics or medicine or manufacturing differs from the life of the same man eating, drinking, swimming or playing tennis without, as we say, an idea in his head.

If a score of competent psychologists should list on the one hand all the products whose production depends primarily upon intellect—all the tasks for success with which intellect is the *sine qua non*; and on the other all the products or tasks which they regarded as nonintellectual—success thereat being independent of intellect—they would show

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<sup>1</sup> The investigation reported in this article is a part of a general investigation, made possible by a grant from the Carnegie Corporation. This paper was presented to Section Q, American Association for the Advancement of Science, January 1, 1925.

very substantial agreement. Where they appeared to differ, the differences would be unimportant for our purpose. Very seldom would the same task appear on opposite sides of the ledger. When it did, the difference would resolve itself into a difference in favor of a narrower restriction of intellect (for example, to ability to deal with abstract ideas or to ability to deal with relations), or in favor of a wider extension of it (for example, to certain tasks where ideas are not at work, at least not obviously). The facts and arguments which I shall present will apply regardless of such shrinkage or swelling in the area regarded as intellectual.

Beginning, then, with this loosely determined group of products which intellect produces, tasks at which intellect brings success, we may inquire concerning its surface nature as a fact in human behavior or its deeper nature as a fact of fundamental processes in the mind or brain. We may investigate the thinking and action of men who have much intellect to discover more precisely and fully the features in which they differ from men who have little; or we may try to discover more ultimate causes of these differences. We may compare a man's obvious life, when he is using his intellect little or not at all, with his life when he makes large use of it, other factors remaining the same, to see just what the differences are; or we may try to discover hidden forces which produce these differences. We may study the nature of intellectual tasks, the production of intellectual products, or the nature of the ultimate power or powers whereby a man can succeed with such tasks. There may be, of course, much to be revealed concerning facts intermediate between the description of intellectual tasks and the discovery of their ultimate cause.

The standard orthodox view of the surface nature of intellect has been that it was divided rather sharply into a lower half, mere connection-forming or the association of ideas, which acquired information and specialized habits of thinking, and a higher half characterized by abstraction, generalization, the perception and use of relations and the



selection and control of habits in inference or reasoning; and ability to manage novel or original tasks. The orthodox view of its deeper nature, so far as this has received attention, has been that the mere connection or association of ideas depends upon the physiological mechanism whereby a nerve stimulus is conducted to and excites action in neurones A B C rather than any others, but that the higher processes depend upon something quite different. There would be little agreement as to what this something was, indeed little effort to think or imagine what it could be, but there would be much confidence that it was *not* the mechanism of habit formation.

The hypothesis which I present and shall defend admits the distinction in respect of surface behavior, seeking also to clarify it, but asserts that in their deeper nature the higher forms of intellectual operation are identical with mere association or connection forming, depending upon the same sort of physiological connections but requiring *many more of them*. By the same argument the person whose intellect is greater or higher or better than that of another person differs from him in the last analysis in having, not a new sort of physiological process, but simply a larger number of connections of the ordinary sort.

More exactly my hypothesis is as follows: Let *C* represent whatever anatomical and physiological fact corresponds to the possibility of forming one connection or association or bond between an idea or any part or aspect or feature thereof and a sequent idea or movement or any part or aspect or feature thereof. Then if individuals  $I_1, I_2, I_3, I_4$ , etc., differing in the number of *C*'s which they possess but alike in other respects, are subjected to identical environments, the amount or degree of intellect which any one of them manifests, and the extent to which he manifests "higher" intellectual processes than the other individuals, will be closely proportional to the number of *C*'s which he possesses. If we rank them by intelligence-examination scores, the order will be that of the number of *C*'s. If we rank intellectual proc-

esses in a scale from lower, such as mere information, to higher, such as reasoning, the individuals who manifest the highest processes will have the largest number of C's.

I was led to something very like this hypothesis by studies of the intellectual life of the lower animals and of children. In 1901 I wrote:

It may be that these very reasons, self-consciousness and self-control which seem to sever human intellect so sharply from that of all other animals, are really but secondary results of the tremendous increase in the number, delicacy and complexity of associations which the human animal can form. It may be that the evolution of intellect has no breaks, that its progress is continuous from its first appearance to its present condition in adult civilized human beings. If we could prove that what we call ideational life and reasoning were not new and unexplainable species of intellectual life, but only the natural consequences of an increase in the number, delicacy, and complexity of associations of the general animal sort, we should have made out an evolution of mind comparable to the evolution of living forms. . . .

It has already been shown that in the animal kingdom there is, as we pass from the early vertebrates down to man, a progress in the evolution of the general associative process which practically equals animal intellect, that this progress continues, as we pass from the monkeys to man. Such a progress is a real fact; it does exist as a possible *vera causa*; it is thus at all events better than some imaginary cause of the origin of human intellect, the very existence of which is in doubt. In a similar manner we know that the neurones, which compose the brain and the connections between which are the physiological parallels of the habits that animals form, show, as we pass through the vertebrate series from the fishes to man, an evolution along lines of increased delicacy and complexity. . . .

The next important fact is that the intellect of the infant six months to a year old is of the animal sort, that ideational and reasoning life are not present in his case, that the only obvious intellectual difference between him and a monkey is in the quantity and quality of the associations formed. In the evolution of the infant's mind to its adult condition, we have the actual transition within an individual from the animal to the human type of intellect. If we look at the infant and ask what is in him to make the future thinker and reasoner, we must answer either by invoking some mysterious capacity, the presence of which we cannot demonstrate, or by taking the difference we actually do find. That is the difference in the quality and quantity of associations of the animal sort. . . .

The increased delicacy and complexity of the cell structures in the human brain give the possibility of very small parts of the brain-processes forming different connections, allow the brain to work in very great detail, provide processes ready to be turned into definite ideas. The great number of associations which the human being forms furnish the means by which this last event is consummated. The infant's vague perceptions of total situations are by virtue of the detailed working of his brain all ready to split up into parts, and his general activity and curiosity provide the multitude of different connections which allow them to do so. The dog, on the other hand, has few or no ideas because his brain acts in coarse fashion and because there are few connections with each single process. . . .

As a result of a study of the process of understanding a paragraph and solving problems based on it, I presented evidence showing that

three simple mechanisms—underpotency and overpotency of elements, dislocation or disrelation of elements, and wrongness or inadequacy of connections—seem to be all that are needed to explain errors in thinking; conversely, proper balance and organization of elements and right bonds therewith seem to explain correct thinking, no matter how elaborate or subtle. Thinking and reasoning do not seem to be in any useful sense opposites of automatism, custom, or habit, but simply the action of habits in cases where the elements of the situation compete notably.

It is of course the case that, along with the balanced action of elements, there goes an inspection and validation of them and the ideas or acts they evoke, whereby each succeeding situation is often amended by increasing or reducing the potency of certain of its elements, and whereby certain futile ideas may be cast away entirely. These welcomings and rejectings, retainings and lettings go, are, however, themselves nothing more than situation-response bonds, where the response is attending to or turning from, cherishing, repeating, saying "no" or "yes" to, or the like. . . .

I conclude, therefore, that the general laws of human behavior, which explain why a pupil puts his clothes on or off and eats or leaves uneaten his breakfast, explain why he succeeds or fails in making geometrical demonstrations or scientific researches, and that there exists no fundamental physiological contrast between fixed habit and reasoning.

But I conclude also that the complexity and subtlety of the competition and cooperation of bonds required to under-

stand, say a page of a textbook in physics or a chapter of one of St. Paul's epistles, wherein each is given a certain potency and acts in certain relations to the others, is far beyond any description hitherto given by associationist psychology. The number of *C*'s which have to exist in order to create understanding of even one simple sentence such as, "If John and Mary come to your house before dinner, bring them to the school," may well be over twenty thousand; and over two hundred of them or their derivatives may have to be active during the few seconds in which the sentence is heard and understood.

In our studies of the psychology of arithmetic and algebra, we have found evidence of the same sort.

Reasoning is not a radically different sort of force operating against habit, but the organization and cooperation of many habits, thinking facts together. Reasoning is not the negation of ordinary bonds, but the action of many of them, especially of bonds with subtle elements of the situation. Some outside power does not enter to select and criticize; the pupil's own total repertory of bonds relevant to the problem is what selects and rejects. An unsuitable idea is not killed off by some *actus purus* of intellect, but by the ideas which it itself calls up in connection with the total set of mind of the pupil, and which show it to be inadequate.

This year Mr. Tilton and I have secured new evidence in support of this doctrine that the number of connections is the cause of intellect, in the shape of very high correlations between scores in tasks representing mere associative learning and scores in tasks representing abstraction, generalization, the perception and use of relations, and selective thinking by inference and reasoning.

For example, Mr. Tilton has measured 250 boys of Grade 8 in respect of the number of words known in a list of 140 words comprising 20 words of each of seven levels of difficulty from tasks like:

Look at the first word. Find the other word which means the same or most nearly the same.

arrange 1 put in order....2 hasten....3 distance....4 frighten...  
5 charge  
different 1 not the same...2 quarrelsome...3 better...4 complete...  
5 not here

to tasks like:

cloistered 1 miniature..2 bunched..3 arched..4 malady..5 secluded  
reciprocal 1 saturnine..2 mutual..3 receptive..4 morose..5 careless

The same boys were measured in respect of the number of sentences completed correctly in a graded list ranging from tasks like:

Water is.....to drink.  
A horse is.....than a cat.

to tasks like:

..... virtue weighed, what worthless ..... is gold.  
One finds ..... persons who ..... the pains .....  
have the leisure or ..... possess the knowledge to enable them  
to ..... an independent .....

The mere knowledge of the meanings of words approximates to a typical result of associative thinking. The completions of the sentences are originals requiring the perception of relations, and selective reasoning.

The correlation, when corrected for attenuation and for the restricted variability of a single grade's population, is .93.

The same group were also measured in respect of such merely informational tasks in arithmetic as:

1 mile is how many feet?  
What is the square root of 25?  
Which months have only 30 days?  
What is the value of  $\pi$ i?

and then in respect of novel tasks requiring the higher processes to a notable degree, such as:

Write the numbers and signs in each line below in the proper order, so that they make a true equation as shown in the three sample lines. Use the bottom of the page to figure on if you need to.

2 5 6 7 10 = + + -  
1 4 8 15 20 = + - -

The correlation, corrected for attenuation and restricted range, was .87.

These correlations between associative thinking and the higher sorts of thinking are just as close as those between one test of associative thinking and the other or between one test of higher thinking and the other, with a change in content from words, to numbers. By the facts of this experiment, the associative thinking and the higher thinking trace back to just the same sources.

I have measured one hundred university students in respect of score in sentence completions, picture completions, arithmetical problems, understanding directions and geometrical relations, selected to represent typical forms of the higher thinking; and, on the other hand, in knowledge of single words and in an extensive test of information. The results corroborate Mr. Tilton's work. The correlations between the scores in higher thinking and the scores in associative thinking are very high. When corrected for attenuation and for the restricted variability of the group, they are around .90. The effect of changing from the higher to the lower sort of thinking with words is less than that of changing from verbal content to arithmetical content or pictorial content. It is no greater than the effect of changing from knowledge of words, as in a vocabulary test, to knowledge of facts as in an information test.<sup>2</sup>

458 pupils in grade 11 in city K were tested with 350 vocabulary tasks and also with two forms of the I. E. R. Selective and Relational Thinking, Generalization and Organization examination.<sup>3</sup>

676 pupils in grade 11 in city K, closely similar in ability to the 458 just mentioned, were tested with over a hundred reading tasks and also with the two forms of the I. E. R. Sel. Rel. Gen. Org. examination.

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<sup>2</sup>This was not as purely a test of associative thinking as would have been most desirable, a certain amount of organization and inference being of assistance in some of the tasks; but it was so to an enormously greater extent than the other composite.

<sup>3</sup>This is a composite of stock tests of so-called general intelligence

The raw correlations of the general intelligence score with the total vocabulary score (sum of rights) and with the total reading score (sum of rights) were .72 and .73, respectively. The correlation of the general intelligence score with that from another similar pair of examinations is .92 by the Spearman-Brown formula, the correlation of one form with the other being .85. The correlation of the vocabulary score with that of another similar examination is .98 by the Spearman-Brown formula, the correlation between two random halves thereof being .97. The correlation of the reading score with that of another similar examination is not known, but will not be far from .9. Using .92, .98, and .90 for these self-correlations, we have .76 and .80 as the coefficients corrected for attenuation between a stock intelligence score and vocabulary and reading respectively. The mere knowledge of single words seems almost as "intellectual" as the comprehension of paragraphs.

If we use for each individual a level score representing the degree of difficulty at which he can succeed with 50% of the tasks, a similar result is obtained. The coefficients of correlation for the group in question are:

	Raw	Corrected for attenuation <sup>1</sup>
General intelligence score with vocabulary ...	.72	.77
General intelligence score with comprehension of paragraphs .....	.66	.76

I have measured 100 university students in (1) a composite of sentence completion, comprehension of paragraph and vocabulary, (2) a composite of picture completion, pictorial analogies and geometrical analogies, (3) arithmetical problems,<sup>2</sup> and (4) an extensive information test. The

<sup>1</sup>The self-correlation of the vocabulary level-score is .94. The self-correlation of the reading level-score is approximately .80 (.77 with a level-score from a less extensive test).

<sup>2</sup>The arithmetical tasks were not hard enough to measure the ability of the group well, and the correlations would probably be considerably higher with an adequate set of mathematical tasks. But they would hardly surpass the information correlations.

correlations of the information test with the other three are actually higher than those of any other one of the four with the remaining three. The facts are shown in Table 1.

TABLE I.—*The Intercorrelations of Scores in (1) a composite of Sentence Completions, Comprehension of Paragraphs and Vocabulary, (2) a Composite of Picture Completions, Pictorial Analogies, and Geometrical Analogies, (3) Arithmetical Problems, and (4) Information Tests.*

100 University students

<i>Raw correlations</i>				<i>Correlations corrected for attention</i>			
	2	3	4		2	3	4
(1)	.36		.60	(1)	.43	.26	.72
(2)		.20-1/2	.33	(2)		.63	.46-1/2
(3)			.34	(3)			.46

I must stop abruptly, leaving my defense of the hypothesis very meager. The matter will be treated fully in a monograph on the Measurement of Intelligence. The hypothesis has many difficulties and possible qualifications; but it explains more difficulties than it raises, and certain of the qualifications and restrictions become arguments in its favor.

EDWARD L. THORNDIKE.



## International Relations

INTERNATIONAL educational relations apparently interest many individuals and groups in the United States. Some conspicuous foundations like the Rhodes Trust and the Institute of International Education are generally known. A few persons have seen the "Handbook of International Organizations (Associations, Bureaux, Committees, etc.," published in Geneva in 1923 by the League of Nations. This is a pamphlet of 203 pages, including a descriptive list together with alphabetical, geographical, and analytical indices. The editor of the "Handbook of International Organizations" has expressly excluded all organizations which, "notwithstanding their international aims and activities, are, however, clearly national in their constitution and in their sources of financial support." A list of American bodies in the field of international educational relations, although searched for widely, has not yet been found, and must be made available to all parties interested. The American Council on Education has already a list of 76 organizations, the names, addresses, purposes, officers, financial support, publications, and history of which will be made known in THE EDUCATIONAL RECORD of April, 1925. The Executive Council of the American Association of University Professors, at its meeting in Washington, December 12, 1924, requested simultaneous publication in the Bulletin of that Association. The American Council on Education will appreciate cooperation in securing additions to the following list:

*The United States of America:* The Department of State; The Department of the Interior, the Bureau of Education; The Department of Labor, the Bureau of Immigration; the United States Senate, the Committee on Foreign Affairs.

*The League of Nations:* Committee on Intellectual Cooperation, American Committee on Intellectual Cooperation, International University Information Office.

*The Pan American Union:* Division of Education.

*International Associations:* Atlantic Conference, Association for International Interchange of Students, International Council of Women, International Educational Association, International Federation of University Women, Pan-American Educational Conference, Pan-Pacific Educational Conference, Pan-Pacific Union.

*American Associations:* American Association of University Professors, Committee on International Relations; American Association of University Women, Committee on International Relations; American Institute of Archaeology; American Junior Red Cross; American Red Cross; Association of American Universities, Committee on Oriental Institutions; American College of Surgeons; American Council on Education, Division of International Relations, Committee on American University Union; Carnegie Corporation; Carnegie Endowment for Peace; Carnegie Foundation for the Advancement of Teaching; Committee on Foreign Travel and Study; Commonwealth Fund; Crane Friendship Fund; General Education Board; Hall Foundation; International Health Board; International Education Board; International Y. M. C. A., Committee on Friendly Relations among Foreign Students; Institute of International Education; Laura Spelman Rockefeller Memorial; Moro Foundation; National Academy of Design; Near East Relief; National Education Association; National Collegiate Athletic Association; National Research Council; Penfield Foundation; Phelps-Stokes Fund; Rockefeller Foundation; United States Chamber of Commerce, Committee on Education for Foreign Trade, Committee on Foreign Travel and Study; Y. W. C. A.

*Organizations Relating the United States and Another Country or Group of Countries:*

Austria: England-America Institute.

Baltic-American Society.

Belgium: Committee on Relief in Belgium.

British Empire: American University Union, London Branch; English-Speaking Union; Rhodes Trust; Sulgrave Institution; British Council of Interchange of Speakers; Interchange Committee of the Universities of the British Isles; Universities Bureau of the British Empire; Riggs Fellowship; Walter Hines Page Fellowships; Graff Fellowship.

Bulgaria: The English-Speaking League.

China: Chinese Educational Mission; Educational Bureau of the Chinese Ministry of Education; China Society.

Czecho-Slovakia: Luncheon Conference on Slavonic Studies.

France: Office National des Universités Françaises. Alliance Française: American University Union, Paris Branch; American Field Service; American Library; Anciens Elèves; American

University Women's Club in Paris; American Council on Education, Committee on Franco-American Exchange, American University Union, Paris.

Germany: German-American Exchange, Amerika Institut.

Hungary: American-Hungarian Foundation.

Italy: American Academy in Rome; Italy-America Society, Library for American Studies in Italy.

Netherlands: Netherlands-America Society; Netherlands Committee for International Academic Relations.

Persia: Persia Society.

Poland: Poland Society; Polish-American Scholarship Committee.

Russia: Russian Student's Relief.

Scandinavian Countries: American-Scandinavian Foundation.

Spain: Junto para Ampliación de Estudios.

*American Academies and Schools and Colleges Abroad:* American Academy in Rome; American School of Classical Studies in Athens; American School of Prehistoric Studies; American School of Archaeology, and American School of Oriental Research, Jerusalem; American School, Bagdad; Robert College, Constantinople; American University at Cairo; American University of Beirut; Constantinople Woman's College; Yale in China; American College, Rome; American College, Louvain.

*International Relations of Individual American Colleges and Universities:* Amherst, Armour, Bryn Mawr, Brown, California, Columbia, Delaware, Georgetown, Harvard, Johns Hopkins, Massachusetts Institute of Technology, Michigan, Oberlin, Pennsylvania, Princeton, Rosary, Rochester, Smith, Utah, Vassar, Wellesley, Williams, Yale, etc.

*American Relations of Foreign Universities:* National University of Mexico, University of Manchester, Cambridge University, Imperial College of Science and Technology, etc.

*Foreign Missionary Educational Institutions.*

The universities and colleges of this country are in need of full and accurate information concerning foreign institutions, such as the Association of American Universities possesses concerning each American college: personnel of faculty, curricula, laboratory and library equipment, requirements for admission and graduation, financial stability, educational standards, success of former students when resident in American institutions of higher education. Examples of the need for these facts are frequent. The Associated Press

published, October 1, 1924, a dispatch from Peking regarding an "apparently authentic" report that the Minister of Education had issued instructions to authorities in the provinces to cut down the number of students to be sent to America. It was alleged that the communication to the provinces included these words: "The reason why most of the students go to America is that they easily obtain admission into American colleges where they become special students. In two or three years they return to China, being considered to have graduated. Although there are not a few who go to the United States to obtain a real education, a majority go simply to get a degree." If there is foundation for the report that this statement has been issued, one must make allowance for any political purpose in the content. American universities, however, will be wise to consider the allegations especially in view of protests from American teachers in China to American educational authorities regarding lowering of standards in the case of students from China. It is clear that, because of sheer friendliness for China and lack of information concerning Chinese educational establishments, there has been a generous, possibly too generous, recognition of the credentials of Chinese students. Certainly, and for the same reasons, there is a variety of practice even among the best colleges in classifying Chinese students with identical credentials. Such opinions as have been assembled or made available informally to college authorities are valuable; but most useful will be a real study and presentation not of opinions but of all pertinent facts on which opinions may be based. In the case of students from India a similar difficulty arises. Even British academic authorities are at present uncertain of the situation in the universities of India, because they are now passing from the control of British teachers to that of native professors. The General Medical Council has been compelled recently to refuse a continuance of recognition of the pass degrees of Calcutta University. In the case of Latin-American countries there is a like need for exhibition of the facts. Already

the American Council is cooperating with the Pan American Union in such a study. Facts concerning Continental European universities and colleges sending students to the United States and even British institutions should likewise be fully made known to American college officers. It is true that the American Council on Education and various committees and organizations and individuals have made available their opinions regarding the ranking of foreign universities. These opinions, however, have not prevented some American college authorities from seeking quite properly to know the merits of individual cases and the facts regarding the institution concerned. The result is a variety of practice, some basing their administration on one opinion and some on another and some on such facts as are available in the case—a confusion which results in almost daily request for such a study as the American Council on Education proposes to make in cooperation with the Bureau of Education and other agencies.

The foregoing has reference chiefly to the proper administration of the curricula of foreign students seeking American degrees. But there is need also for information regarding the opportunities abroad for American students. Shall an American student of physiology seek admission to the laboratory of Professor Hill of London, recently awarded a Nobel prize, who may be able to care for two American graduate students, or shall such a student find proper equipment and instruction at the University of Manchester? Where shall a student of geography study? Or a student of chemistry, English literature, music, history, or fine arts? What is the opportunity in each case? Who are the teachers? What are the living conditions? What are the concomitant educational opportunities? Are any of these openings available during the summer vacation in the courses offered at the National University of Mexico, those in Quebec, those in Rome, Florence, Perugia, Siena, Oxford, London, Edinburgh, Dublin, Liverpool, Manchester, Belfast, Wales, Aberdeen, Fribourg, Geneva, Lausanne, Neufchatel,

Madrid, Vienna, Graz, Innsbruck, Brussels, Ghent, Louvain, Copenhagen, Besançon, Caen, Dijon, Grenoble, Lille, Nancy, Paris, Poitiers, Rennes, Strasbourg, Toulouse. Is there a summer course on the American plan in these or other centers? All of these things must be fully understood by those who would guide American students who wish to study abroad.

Even if the American student can find satisfactory education in foreign countries can he afford the cost. The American Council on Education in attempting to find the answer to the question has been in communication with the Atlantic Conference, comprising all the transatlantic steamship companies and with representatives of individual organizations in regard to extending to students and professors a reduction in rates. The Council has been trying to further also, for the benefit of American students, the use of the newly developed third class form of travel. Even if such a reduction is granted, it will not solve the financial problem of all students who will study in foreign countries. Scholarships are more numerous than is generally known. Information regarding these may be secured from the Institute of International Education and from the list to be published in the April EDUCATIONAL RECORD. Those granted to the American Council on Education by the French Government and universities are described on pages 21-2. Because graduate students become teachers and because it is desirable that those who will enter the professions or business will also have the advantage of studying abroad, the Council is interested in the plan of the Committee on Foreign Travel and Study. It is proposed to have not more than twenty scholarships, each worth \$1,000, for the use of students who have completed two years of college work and who will return to finish the fourth year with their class. These will be available in any foreign university approved by the American Council on Education. The availability of scholarships under the control of the American Council on Education will afford, moreover, an opportunity for cooperative experimen-

tation in the adjustment of American students to foreign educational systems. Other countries do not use a quantitative measurement for classification, like semester hours. What measures of achievement can be set up as a medium of exchange between foreign universities and our own? Is it possible that such medium of exchange may be an improvement upon our domestic educational currency?

The case of the individual student in foreign parts is a concern of American parents and educators. The function of the American University Union—now an integral part of the American Council on Education—is made sufficiently clear in the report of the Director of the London office during the year 1923-4 (see p. 26) and the report of the director of the Paris branch for the same period (EDUCATIONAL RECORD, October, 1924, p. 217). The Council is studying carefully the need and desirability of extending the work of the Union in other centers and of developing even more the London and Paris offices as centers of graduate study and research. Of this more will be made known later. Through the offices of the Union and in other ways it is possible to aid in and study the success of American students abroad for the sake of later students. This study is in progress. The case of the individual student, moreover, is confidently entrusted to the Institute of International Education. With the Director and his able staff the American Council on Education is cordially cooperating.

DAVID ALLAN ROBERTSON.

## The Franco-American Exchange

THE American Council on Education, to whom the French Department of Education and certain French Universities have entrusted scholarships for American student in the French écoles normales and universities, desirous of simplifying and making more effective the administration of these scholarships and fellowships has reorganized the Committee on Franco-American Exchange in accordance with its policy of cooperating closely with the Institute of International Education. The Council, through its committee, will continue to be responsible for policies but the administration of the scholarships including selection and allocation of students, both American and French, will be in the hands of a small committee representing the Council and the Institute of International Education. This smaller committee will have its office at 522 Fifth Avenue, New York, in the rooms of the Institute, where Miss Florence Angell, who is in charge of the international relations of the American Association of University Women, will act as secretary of the committee.

Pursuant to this plan of cooperation the Committee on Franco-American Exchange of Scholarships and Fellowships at a meeting held in New York November 21, 1924, requested the Council to discharge the existing large committee and to appoint a new and smaller one. This action the Council took at its Executive Committee meeting held in Washington, D. C., January 2, 1925. The Council appointed Miss Virginia Newcomb, Chairman, and Miss Florence Angell, Secretary. Mr. J. J. Champenois, of the Office National des Universités Françaises, was made an honorary member of the Committee. Other members are Miss Margaret E. Maltby and Mr. I. L. Kandel. The Director of the



Institute of International Education, Mr. Stephen P. Duggan, and Mr. David A. Robertson the Assistant Director of the American Council on Education are members *ex officio*.

The announcement of Scholarships and Fellowships for American students has just been issued to American college authorities. With the exceptions noted the university scholarships are open to both men and women, American born, under thirty years of age, graduates of a college or university approved by the American Council on Education, and possessed of ability to understand and speak French. The scholarships offered are as follows:

The University of Bordeaux offers two scholarships<sup>1</sup> to American students which include board and lodging. The holders of these scholarships will be lodged in the Maison des Etudiants and will board at a neighboring lycée. It also offers free tuition to eight other American students. The subjects recommended for study are Political Science and Law, History and Geography, Tropical Diseases, French Language and Literature.

The University of Lyons offers two scholarships covering tuition, board and lodging (Maison des Etudiants and Maison des Etudiantes).

The University of Nancy offers two scholarships:<sup>2</sup> (1) 5,000 francs with free tuition for research work in Physics; (2) the Edouard de Billy memorial fellowship of 4,000 francs with free tuition at the "Ecole Supérieure de Métallurgie et des Mines." Detailed information will be forwarded on request.

The University of Strasbourg offers one scholarship of 2,000 francs with free tuition and lodging.

The University of Toulouse offers two scholarships (one to women and one to men) covering tuition, board and lodging, and eight scholarships carrying free tuition. American students will be especially interested in the following Institutes at the University: (1) Chemistry; (2) Electrical Engineering; (3) Agriculture; (4) Hydrology; (5) Provençal and Romance Philology; (6) French studies.

The University of Grenoble offers one full scholarship.<sup>2</sup>

The University of Paris offers one scholarship<sup>1</sup> covering tuition, board and lodging, and four scholarships carrying free tuition.

<sup>1</sup> Open to men only.

<sup>2</sup> Open to women only.

The scholarships in Ecoles Normales are open to American born women under conditions given herewith:

Certain scholarships and fellowships in the Ecole Normale Supérieure de Sèvres are open to women who have done graduate work and have a university career in view. These scholarships and fellowships are granted only to those who speak and read French easily and intend to study seriously.

The scholarships and fellowships in the Ecole Normale de Saint Germain en Laye are open to women not over twenty-four who hold a Bachelor's degree and have had some work in education. These scholarships and fellowships will be granted only to women who have the teaching profession in view. They must have a knowledge of grammatical French and such a command of spoken and written French as to be able to carry on their work in that language.

Additional scholarships will be offered at the Ecole Normales of St. Etienne and Lyons.

Applications must be sent not later than March 1, 1925, to Miss Florence A. Angell, Institute of International Education, 522 Fifth Avenue, New York, and should include: (1) a letter of application containing a detailed account of the applicant's training and aim in studying abroad; (2) a transcript of the student's record provided by the college registrar; (3) birth certificate; (4) a small photograph; (5) health certificate from the college physician, giving medical history of the applicant for the past two years; (6) testimonials from two professors with whom the applicant has studied, one being from a member of the Department of Romance Languages, and testimonials from college officials regarding the candidate's character, ability and promise of success. (The testimonials and the health certificate should be sent by the writers directly to Miss Angell. These confidential letters will not be returned to the candidate.)

Announcement of the awards will be made about May 1. Scholars entering the Ecoles Normales will sail about the middle of September; those entering Universities will begin their work the first week in November.



*University of Paris*

- Miss M. Nicolson.....A.B. Barnard College.....Philosophy  
A.M. Bryn Mawr  
Miss Day Munroe.....A.M. Teachers College,  
Columbia Univ.....Bio-Chemistry  
Miss B. Sullivan.....B.S. University of Minne-  
sota.....Bio-Chemistry  
Miss M. Ashford.....A.B. Florida State College  
for Women.....Philosophy and Psy-  
A.M. Clark University chology,  
Miss L. Dillingham.....A.B. Bryn Mawr College...Romance Languages

ECOLE NORMALE SCHOLARSHIPS

*Clermont-Ferrand*

- Lillian Lowans.....Geneva College  
Lavinia Schaeffer.....Yankton College  
Geraldine Spaulding.....University of Missouri

*St. Germain-en-Laye*

- Helen Parker.....Radcliffe College  
Dorothy Jones.....University of Wisconsin  
Angela M. Weiss.....University of Pennsylvania  
Helen T. Klein.....Radcliffe College  
Helen Schryver.....Rockford College

*St. Etienne*

- Carol B. Bogman.....Brown University  
Eloise Brooner.....Northwestern University  
Dorothy Herrington.....Stanford University  
Jennie E. Vaden.....Randolph-Macon College

*Melun*

- Ruthelia Kein.....Wells College  
Stella M. Coesfeld.....University of Chicago

*Lyons*

- Lucille McDonnell.....Iowa State College  
Elinor Brown.....Radcliffe College

*Sèvres*

- Marjorie L. Henry.....Radcliffe College  
Agnes H. Houghton.....University of Michigan

## LYCEE SCHOLARSHIPS\*

### *Versailles*

Dorothy Tisch.....Western Coll. for Women  
Jean Wheeler.....Reed College  
Harriet Horn.....Hiram College

### *Victor Duruy*

Helen Hall.....University of Michigan  
Gertrude Humbert.....Carroll College  
Caroline E. McEwen.....Reed College  
Vivian Little.....Agnes Scott College

DAVID ALLAN ROBERTSON

\* No lycée scholarships will be awarded for the coming academic year, 1925-26.

## The British Division of the American University Union

IN GENERAL the familiar lines of activity developed during the preceding years, and especially through four consecutive years of service by my predecessor, Dr. MacLean, have been continued. A well organized and efficient office under the direction of Mr. R. H. Simpson, assistant director, greatly aided adjustments of the director in multifarious official relations with educational officers, societies, and institutions. Necessarily the first months of incumbency of a new director are largely occupied in establishing those personal contacts which facilitate transaction of official business. The uniform courtesy and cordiality of one's British associates, their recognition of the value of the American University Union, their wish to cultivate intimate relations of cooperation with American higher education, make the process most pleasant. Particular acknowledgment for both personal and official assistance is due to the British Universities Bureau and its distinguished secretary, Dr. Alexander Hill.

During the year a special effort was made to renew and strengthen relations with universities other than those in London, Cambridge, and Oxford. Visits were made by the Director to Manchester, Birmingham, Sheffield, Leeds, Glasgow, Edinburgh, and St. Andrews. Conferences were held with administrative officers and groups of the staffs, resulting in better mutual understanding of many problems common to America and British institutions but whose differing aspects need some degree of interpretation for all concerned.

It ought to be more clear than it is to American professors and students that the newer ("modern") universities

of Great Britain welcome our students to the use of their excellent facilities and that adjustments in transfers from our institutions to theirs are less difficult than in the universities of Oxford and Cambridge. American students tend to resort almost exclusively to Oxford, Cambridge, and London, with small numbers in Edinburgh and occasionally in other British universities. The system of residential colleges which is distinctive of Oxford and Cambridge requires careful limitations upon numbers of their foreign students so that only those Americans are desired who purpose to remain long enough (usually three years) to read for an honors degree, and whose college training closely approximates the typical preparation of British schools. Satisfactory and distinguished opportunities for study and research will then be found by qualified Americans in other British universities, not only in London but in other centers as well.

The interchange of college students on a large scale between Great Britain and the United States has been seriously proposed and has had the attention of a special committee of the American Council on Education. The above discussion bears upon the problems involved in such proposals. It would be extraordinarily difficult to provide for more American students in British residential colleges. Very heavy costs would have to be incurred for added residential halls, equipment, and staff. Also, articulation of collegiate curricula between the institutions would require large changes if exchanges for one year (or even two years) were to be arranged. Scottish universities and the modern English universities, institutions more nearly similar to ours in organization and administration of courses, and in which residence halls are not a necessary feature, would be favorably situated to give American students interchange privileges if a well organized system were to be developed.

I do not attempt to discuss here problems of the advantages or disadvantages of interrupting the college

courses of undergraduates by intervals of a year for the sake of foreign experience. British educational officers cordially express their desire to give every possible consideration to American students who may be sent to them. While they are not convinced that American undergraduates will greatly profit by a year or more spent in exchange, they recognize that our American institutions must decide such questions. So far as their own undergraduates are concerned they generally hold the opinion that a year spent in an American college or university would add that time to a period required for their British degrees.

Large numbers of graduate students, men and women of marked ability, are eager to migrate from British to American universities for continued research and broader experience. The year has been marked by the donation of the Clarence Graff Fellowship to send a graduate of Oxford or Cambridge to some American university situated in the Mississippi Valley. Mr. Graff is an American banker resident in London and was led by his appreciation of the work of the Union to make his generous gift. Through the English speaking Union the Riggs Fellowships for British students in the University of Michigan have also been founded, and the officers of the Union have been asked to assist in their administration. The Laura Spelman Rockefeller Fund has lately initiated a comprehensive plan for choosing and assisting British graduates of unusual ability in the fields of Social Science to continue their investigations in selected American universities. One may hope that the tendencies thus revealed will soon bring to the United States numbers of selected British students comparable to the movement of Americans in the reverse direction under the Rhodes Trust.

The service rendered by the Union to British university administrative officers and to government educational authorities includes frequent interpretation of the significance and equivalent values of American certificates and degrees. Standardizing agencies have greatly simplified all such



questions by establishing lists of approved colleges, universities and professional schools which can be used with confidence. American higher education still suffers abroad in prestige from the existence of degree-granting organizations under lax laws in several states and the District of Columbia. Clever advertising of claims to legal sanction of "charters" (actually articles of incorporation under general laws), followed by soliciting of plausible agents, brings many enrollments of students for correspondence and home-study degrees. False analogies with British "external degrees" furnish another cloak for the marketing of commercialized degrees. Then "British holders of American degrees" project organizations to procure public recognition and to foster international comity in education! Men who have the confidence of the public are misled by such pleas into accepting honorary positions implying endorsement. The officers of the Union have to spend not a little time disabusing the minds of inquirers on such substitutes for higher education in America. The obvious remedy would be to have adequate laws for public supervision of degree-granting institutions in all American jurisdictions.

The Union has continued to maintain active cooperation with the American Embassy, the office of the Consul General, the English Speaking Union, the Sulgrave Institution, the Reunion of British War Missions, the World Association for Adult Education, and other societies of similar character and purpose. Other useful functions of miscellaneous character as summarized by Mr. Simpson in 1923 are still fulfilled. The most troublesome in recent months has been the application of new passport regulations to students and professors as "non-quota immigrants."

Two needs of the London office should be emphasized. The first is more adequate quarters. The location in the same building with the British Universities Union on Russell Square is excellent, but two rooms (one of them very small) are not sufficient for the office force and their

many callers. The second is more adequate information in American colleges and universities about the Union and its gratuitous services on all points of international educational relations, personal and institutional. Would not a regular news summary in THE EDUCATIONAL RECORD serve this purpose?

Permit me finally to express my appreciation of the opportunities enjoyed as Director in London, and the hope that the closer affiliation with the American Council on Education will enable the Union more adequately to attain its declared objects.

C. A. DUNIWAY.

## The Modern Foreign Language Study

THE GROWING acuteness of questions concerning the secondary school program has been apparent for many years. This was recognized in 1913 by the appointment of a committee of the National Education Association on the program of secondary schools; and the flooding of the public high schools with pupils in the past ten years has complicated the pedagogical question by an economic interest that has made a study of the entire situation a social and financial necessity. This was further reflected in the mathematical investigation, a report of which, the *Reorganization of Mathematics in Secondary Education*, was issued in 1923, various enquiries regarding the teaching of history, and the Classical Investigation, the first volume of which came from the press last September.

It was clear that the modern foreign languages—after English, mathematics and, possibly, Latin, the most widely studied of secondary school branches—had urgent need of a thorough study. No preliminary investigation had ever been made. The Report of the Committee of Twelve of the American Modern Language Association in 1898 was solely an outline by a group of modern language teachers of the aims and purposes of modern language teaching from the standpoint of members of the guild, and a plan for a progressive arrangement of courses, with such discussion on content and method as was valid a quarter of a century ago. Within its limitations this report was sound and well balanced and has formed the basis for planning the early years of all instruction since its issue. It needs no argument, however, to show how fundamen-

tally the situation has changed since that time. French and German were then the only subjects seriously considered, and the total number of pupils was relatively small. Especially since the war the advance of Spanish to a major position and the recession of German have created a new situation, while the secondary school registration has grown to figures probably scarcely less than a million, and the lower levels of instruction in the colleges are crowded with students.

The first move in the initiation of a systematic study was made by the President of the Carnegie Corporation in the calling together of an informal committee at Atlantic City, January 1, 1924, and a resulting petition to the corporation accompanied by the outline of the program for a thoroughgoing investigation of the present status of modern language studies in the United States and Canada, and for the development of a plan for the improvement of instruction, based on an intensive study of objectives. This petition found favor with the trustees of the corporation, who selected the American Council on Education in the United States and the Conference of Canadian Universities in Canada to sponsor the undertaking. With the cooperation of these bodies representative committees drawn from active teachers in the secondary schools and colleges, including several administrative officers, were selected to put the plan into effect, carrying on the study along similar general lines of procedure here and in Canada, with such modifications as are conditioned by national differences in population and school and college organization.

The American Committee was constituted as follows:

Miss Josephine T. Allin, Department of French, Engwood High School, Chicago.

E. C. Armstrong, Professor of the French Language, Princeton University.

E. B. Babcock, Professor of Romance Languages and Dean of the Graduate School, New York University.

C. H. Grandgent, Professor of Romance Languages, Harvard University.

C. H. Handschin, Professor of German, Miami University.  
 E. C. Hills, Professor of Romance Languages, University of California.  
 A. R. Hohlfield, Professor of German, University of Wisconsin.  
 Miss Josephine Holt, City Supervisor of Foreign Languages, Richmond, Va.  
 W. A. Nitze, Professor of Romance Languages, University of Chicago.  
 W. R. Price, Supervising Expert on Modern Languages, New York State Department of Education, Albany.  
 Louis A. Roux, Department of French, Newark Academy, Newark, N. J.  
 Julius Sachs, Professor Emeritus of Education, Teachers' College, Columbia University.  
 E. B. de Sauzé, Director of Modern Languages, Cleveland.  
 W. B. Snow, Associate Superintendent of Schools, Boston.  
 Miss Marian P. Whitney, Professor of German, Vassar College.  
 E. H. Wilkins, Professor of Romance Languages, University of Chicago (since resigned).

This committee held its first meeting at the Gedney Farm Hotel, White Plains, New York, April 17 and 18, 1924, and selected as its officers:

R. H. Fife, Gebhard Professor of Germanic Languages, Columbia University, Chairman.

J. P. W. Crawford, Professor of Romance Languages, University of Pennsylvania, Vice-Chairman.

R. H. Keniston, Professor of Romance Languages and Dean of the Graduate School, Cornell University, Secretary.

and as Special Investigators:

Algernon Coleman, Professor of French, University of Chicago.  
 Charles M. Purin, Lecturer in German, Hunter College, New York.  
 Carleton Ames Wheeler, Supervisor of Modern Languages, Los Angeles.

A central office was opened at 561 West 116th Street, New York City, with a branch office in Chicago, and steps were taken to form contacts with all organizations throughout the country, either independent associations of foreign language teachers or sections of the State Teachers Associations. The Classical Investigation had just concluded its labors and was able to furnish valuable data regarding

preliminary moves in organization, and to offer many suggestions as the result of its three years of collaboration with the departments of education and educational psychology. The Bureau of Education in Washington promised its help, and Commissioner Tigert authorized the issuance in November of an exploratory questionnaire, asking for preliminary information from the 20,000 secondary schools in the United States. At the same time the colleges were appealed to for information regarding their courses. For purposes of more direct communication with the field of study the country has been divided into eight sections, with a regional committee under each of the following chairmen:

- I. *New England* (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont).  
*Mr. Maro S. Brooks*, Supt. of Schools, Medford, Mass.
- II. *Middle States and Maryland and District of Columbia*.  
(District of Columbia, Maryland, New Jersey, New York, Pennsylvania).  
*Professor James F. Mason*, Professor of Romance Languages, Cornell University.
- III. *The South* (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia).  
*Professor W. S. Barney*, Professor of Romance Languages, North Carolina College for Women, Greensboro.
- IV. *North Central States* (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin).  
*Professor B. Q. Morgan*, Associate Professor of German, University of Wisconsin.
- V. *West Central States* (Arkansas, Kansas, Missouri, Nebraska, Oklahoma).  
*Miss Lillian Dudley*, Kansas State Teachers' College of Emporia.
- VI. *The Southwest* (Arizona, Colorado, Nevada, New Mexico, Texas, Utah).  
*Miss Lilia Mary Casis*, University of Texas.

VII. *The Northwest* (Idaho, Montana, North Dakota, Oregon, South Dakota, Washington, Wyoming).

*Professor E. O. Eckelman*, Professor of German, University of Washington.

VIII. *California*. *Mr. Geo. W. H. Shield*, Acting Supervisor of Modern Languages, Los Angeles.

These chairmen, with the aid of sixty-five committeemen, will be of valuable service in gathering information in the various localities where the conditions of modern language study differ widely, and in putting into action such tests and experiments as may be found to be of importance.

On the basis of its work during the fall the Investigation Committee prepared and submitted to the Committee on Directions and Control at Princeton, N. J., December 31, 1924, to January 2, 1925, a preliminary report setting forth in detail its plan of campaign.

It is plain that if concrete results are to be attained within a measureable time the study must devote itself chiefly to the teaching of the modern foreign languages in the secondary schools and in the corresponding lower levels of collegiate instruction. There it is intended to make the investigation as complete as possible. Statistical information will be gathered to show the total number of foreign language students and their distribution in various sections of the country, as well as in the various years of instruction. Furthermore, the objectives of study must be submitted to a rigid test. It is conceded that the study of foreign languages is of importance for American youth, and the committee will undertake no *apologia* for these subjects. There is, however, great doubt as to the character of present achievement, and an imperative need by school administratives and teachers of evaluating progress in these subjects by a series of standardized tests. These do not now exist and must be invented and tried out, if an improvement in fundamental instruction is to be brought about. The committee assumes as the four *immediate* objectives of instruction in the modern foreign languages a progressive development—

1. Of the power to read the foreign language.
2. Of the power to understand the language when spoken.
3. Of the power to speak the language.
4. Of the power to write the language.

On the development of these powers and skills depends the attainment of any *ultimate* objectives of modern language teaching.

Any subject of study must, however, justify itself by other standards than those contained simply in the progressive acquisition of powers and capacities. It must show that these powers are ultimate value to the student after formal study of the subject has ceased. If the modern foreign languages are to have validity as subjects for secondary school and college, they must be so taught and studied that they shall be of propedeutic value for other subjects, or represent an ultimate attainment in themselves. With this in mind the committee has posited a number of *ultimate* objectives, as possibly capable of attainment through the study of modern foreign languages.

1. Ability to read the foreign language with ease and enjoyment.
2. Ability to communicate orally with natives of the country whose language has been studied.
3. Ability to communicate in writing with natives of the country whose language has been studied.
4. Increased ability to pronounce and understand foreign words and phrases occurring in English.
5. Increased ability in the accurate and intelligent use of English.
6. Increased power to learn other languages.
7. A more effective realization of the habits of correct articulation and clear enunciation.
8. Increased knowledge of the history and institutions of the foreign country and a better understanding of its contribution to modern civilization.
9. Increased ability to understand ideals, standards, and traditions of foreign peoples and Americans of foreign birth.
10. Development of literary and artistic appreciation.
11. Development of a more adequate realization of the relation of the individual to society.
12. A clearer understanding of the history and nature of language.



13. Increased ability to discern relationships and make comparisons between subjects allied in form or content.

14. Development of habits of sustained effort.

15. The ability to make prompt and effective use of foreign discoveries and inventions.

16. Development of social adaptability through increased personal contacts.

These objectives are to be submitted to a program of test and controlled experiment, with the object of ascertaining the proportion of students of the modern foreign languages for whom they would have validity, the possibility of their attainment and the best means to be employed therefor. It is manifest that this implies a program which constitutes a challenge to departments of secondary education and of educational psychology, and that the tests and experiments involved will necessarily be of varied difficulty. Indeed, as regards the disciplinary objects it is possible that the only test will be in the gathering of authoritative opinion. For the purpose of organizing and carrying out its testing program the committee has retained Professor V. A. C. Henmon, Director of the School of Education, University of Wisconsin, who will devote a considerable part of his time to cooperation with the investigators in this task. The work has already been begun upon the consideration of a number of tests and it is expected that the stage will be set by the beginning of the academic year 1925-26 for putting these into operation.

Another very important part of the committee's work will be a thorough investigation of the present status of the training of modern language teachers in this country. This is a very important part of its program, because, unless the factor of training can be greatly improved any recommendations that may be worked out for the improvement of content and method and for a clearer envisaging of objectives will come to naught.

The above is the general program as the committee has outlined it. It is not possible at the present time to indi-

cate more definite lines of procedure. The Carnegie Corporation has been liberal in its appropriation, both for the American and for the Canadian committee, and college and school administratives and teachers of modern languages throughout the country have been prompt in offering support. With such assets at its command the committee is convinced that at least very definite information as to the present situation will be obtained and hopes that a program will be evolved which will in time bring the teaching of the modern foreign languages to a higher level of efficiency.

ROBERT HERNDON FIFE.

## Cooperative Experiments in Education

SINCE the publication of the last number of THE EDUCATIONAL RECORD (October, 1924), significant progress has been made in developing cooperative experiments in education.

The number of institutions that have used the psychological test for college freshmen has increased from 60 to 97. The test has been given to nearly 40,000 freshmen, and reports of the scores made are coming in steadily. The Commonwealth Fund has made a grant of \$5,000 to the American Council on Education to cover the cost of reduction of the returns and preparation of a revised test for issue next summer.

The statistical work of computing the norms is progressing under direction of Prof. L. L. Thurstone of the University of Chicago. The correlations between scores on the test and college grades will be worked out next summer when the college grades are available after the close of the college year.

The institutions cooperating in this enterprise are much interested in it. Many have expressed appreciation of the opportunity to contribute to the solution of this important problem of college entrance tests under the guidance of competent experts in this field. As a result of volunteering to serve in a common cause, each participant is helped in working out its own problem by its own efforts and at the same time is helping others to reach more reliable conclusions.

The foregoing experiment has also been useful in furnishing a concrete case with which to develop the technique of handling cooperative experiments. Study and analysis

of this experience has prepared the way for enlargement of the scope of the enterprise to include other phases of the problem of personnel administration and vocational guidance of college students. As a result, the following plan of further action has been evolved by the National Research Council Committee on this subject.

Under the guidance of this committee, a conference on the problem of vocational guidance of college students was held at the National Research Council on January 1, 1925. All fourteen of the institutions that had been invited to send representatives to the conference had accepted and named delegates as follows: L. L. Thurstone, University of Chicago; E. L. Thorndike, Columbia University; B. D. Wood, Columbia University; R. M. Ogden, Cornell University; Harry R. Wellman, Dartmouth College; Henry W. Holmes, Harvard University; C. E. Seashore, University of Iowa; T. L. Kelley, Leland Stanford University; C. S. Yoakum, University of Michigan; D. G. Paterson, University of Minnesota; F. F. Bradshaw, University of North Carolina; D. T. Howard, Northwestern University; Carl C. Brigham, Princeton University; F. H. Allport, Syracuse University; John E. Anderson, Yale University.

In addition there were present from the Research Council's Committee Messrs. H. E. Hawkes of Columbia, Vernon Kellogg of the National Research Council and C. R. Mann of the American Council on Education. Special guests in attendance were: W. V. Bingham, National Personnel Federation; J. J. Coss, Columbia University; J. F. Dashiell, University of North Carolina; Homer E. Dodge, University of Oklahoma; C. E. Hewitt, War Department; J. B. Miner, University of Kentucky; William E. Mosher, University of Syracuse; L. R. O'Rourke, Civil Service Commission; J. A. Randall, Rochester Mechanics Institute; R. S. Woodworth, National Research Council; J. W. Yarbrough, Southern Methodist University.

An all-day discussion of the problem led to the organization of the representatives appointed by the fourteen insti-

tutions mentioned above into an advisory council on vocational guidance of college students. It was agreed that this body should have power to increase its membership. Dean H. E. Hawkes of Columbia was elected chairman and instructed to appoint an executive committee of five of which he should also be chairman. It was the sense of the meeting that the American Council on Education would be the best sponsor for the project.

Discussion of nature of the problem led to its subdivision into three major parts, namely, job specifications, measurement of human abilities, and technique of adjustment between men and jobs. On the basis of this analysis it was agreed that the work of the advisory council might well begin with developing cooperation on three specific tasks; namely, making analyses of the requirements of medicine and business in order to formulate useful personnel specifications, extending cooperative experiments with objective tests, and developing personnel offices in colleges. A necessary concomitant of these would be maintaining a news service to keep all concerned informed of developments.

Having agreed upon this general outline of a plan of action, the executive committee was instructed to formulate the plan in greater detail, to canvass the field and nominate to the council a suitable director of the work, to seek the necessary financial support, and to settle the questions of sponsor and of location of the central office.

The principles and technique of cooperative experiment exemplified in the activities just described are applicable to a large variety of educational problems. Thus the subcommittee on program of the committee on Standards of the American Council on Education has made this idea the backbone of its coming meeting on March 12 and 13. Plans for using the idea in developing more uniform certificates, standards and terminology in the college will there be discussed.

The Council's Committee on the Modern Foreign Lan-

guage Study is also formulating plans for making cooperative experiments in teaching foreign languages. It is clear that if the committee itself does all the weighing of evidence and formulation of conclusions before issuing its report, several years will pass before teachers will have digested the report enough to put the recommendations into effect. But if a number of schools are trying practical experiments under guidance of the committee and are thus contributing to the formulation of conclusions as the work progresses, then when the report is issued its recommendations will already be in operation in a number of schools.

Similarly the Council's Committee on a Study of Teaching English has revised its plan to include cooperative experiment as a conspicuous factor. The revised plan calls for a short summary of present conditions, the analysis of these conditions by a committee of competent judges, and the formulation of definite, simple experiments designed both to yield additional data needed to draw valid conclusions and to guide teachers to achievement of better results by their own efforts under competent leadership.

Another field in which cooperative experiment and study are developing is that of appointment, tenure and promotion of college and university teachers. A significant study has recently been made on this subject at Smith College by a joint committee of its own trustees and faculty. A conference on this subject held in Washington, January 2, at the invitation of the American Council on Education, voted to recommend to the Council that it undertake to assemble the facts on this subject and make them available to its members. To do this effectively requires first a cooperative study of each institution by its own trustees and faculty and then a cooperative study among institutions of such data as each is willing to make public. A similar study of college finance will be possible as soon as the final volume of the report of the Finance Commission is issued.

The Community Score Card issued by the Federal Council of Citizenship Training is another application of the principles of cooperative study and experiment to social and economic progress. It stimulates communities to study their own conditions themselves and to experiment together in finding remedies for their own defects.

Questionnaires and surveys are useful tools of investigation. But questionnaires and surveys are now so numerous that many school officers are on the verge of revolt. They are ready to welcome any new method that promises to get reliable and much needed basic facts about schools with less paper work and more action. They also prefer to have a hand in the pioneer work of perfecting school practice rather than to read ready-made plans constructed by others.

For reasons such as these, the questionnaire and the survey are yielding place to cooperative experiments. As in other fields, so in education, compiled opinion is proving a less reliable leader than organized facts. Educational experiments are now regarded as essential to sound progress. They are justifying themselves by the demonstrable results achieved by their intelligent use.

The technique of educational experimentation has been developed by working with relatively small numbers of cases in particular institutions. Under these conditions special features of the local situation often affect the findings and render the results ambiguous. The validity of the results is more readily accepted when concordant conclusions are reached independently by different observers who have tried the same thing in different places. Cooperative experiment and study make this possible. Hence the widespread and rapid development of such guided experimentation wherever its underlying principles are understood.

C. R. MANN.

# Survey of Northwestern University

IN THE SPRING of 1923 the Board of Trustees of Northwestern University ordered the President to make surveys of the several schools within the university.

During the earlier part of the following school year the project was brought before the University Council, a body composed of representatives of all the schools within the university. The Council voted to cooperate with the President and he in turn asked that body to recommend a plan of procedure.

In response the Council appointed a Committee of Five. The Memoranda on Educational Studies is a report of this committee and was accepted by the President as the plan according to which the surveys would be undertaken.

During the school year 1923-24 the study of the Schools of Medicine and Dentistry were completed, and that of the School of Law was carried partly through. The studies of the other schools are being undertaken this year.

Northwestern University has been exceptionally fortunate in the individuals who as outsiders have consented to take part in this work. A list of these persons with the names of the respective schools with which they have worked or will work is given here:

Prof. John J. Coss (Columbia University), College of Liberal Arts.  
Dean E. P. Lyon (University of Minnesota), Medical School.

Dr. W. F. Geis (Carnegie Foundation), Dental School.

Director C. R. Mann (American Council on Education), School of Engineering.

Dean Charles M. Thompson (University of Illinois), School of Commerce.

Prof. J. M. O'Neill (University of Wisconsin), School of Speech.

Prof. Frank Scott (University of Minnesota), School of Music.

Dr. Alfred Z. Reed (Carnegie Foundation), Law School.

Dean J. H. Tufts (University of Chicago), Graduate School.

Dean S. J. Kelley (University of Minnesota), School of Education.



The general scope and plan of all the studies are outlined in the following memorandum:

## MEMORANDUM ON EDUCATIONAL STUDIES

### *I. Prefatory Statement*

1. It is to be understood that the accompanying outline is to be thought of as a general plan, and that it cannot be expected to cover in detail every point that may arise in the conduct of any study. This is true particularly of Part III, dealing with the matters to be included in the Survey.

2. When the study is to be made the President shall forward to the Dean or Director, for transmissal to the faculty, notice thereof in writing, together with a copy of the general plan sufficiently in advance to secure due notification to the faculty.

3. Each report shall bear the signature of all the members of the commission, with or without reasons, or else some memorandum explaining the absence of the signature of any member.

### *II. Purpose of Educational Studies*

1. To define the primary objectives of Northwestern University in each of its schools, and as a University, including contribution to public welfare.

2. To make as reliable a judgment as possible upon how well Northwestern University, through its several schools, is at present achieving the results which it should achieve.

3. To discover and make recommendations concerning what Northwestern needs in order to achieve the desired results.

### *III. Matters To Be Included in the Studies*

#### *1. Physical equipment:*

(a) Physical conditions, buildings, and conditions bearing upon health and safety of students and faculty.

(b) Equipment and use of laboratories and libraries.

(c) Adequacy and class, laboratory, library and office space.

#### *2. Instruction and research:*

(a) School and department ideals as to the objectives and standards of research and teaching employed in selecting faculty members and assigning courses.

(b) Basis for advancement and promotion.

(c) Organization and administration of instruction. (For example, size and sectioning of classes, costs of instruction, basis of student selection for departments and courses, student turn-over.)

(d) Entrance requirements.

- (e) Courses of study and requirements for degrees.
- (f) Standards and measures of student attainment.
- (g) Relation of graduate to undergraduate courses, and their utilization and instruction.
- (h) Opportunities for research by students and faculty.
- (i) Comparative achievement of the graduates in their respective fields.

### 3. *Students:*

- (a) Student personnel. (For example, sources, types, distribution.)
- (b) Educational response of students.
- (c) Student honors, and standards and measures of scholarship prevailing among the students.
- (d) Student life and moral standards, including moral and religious agencies and activities.
- (e) Extra curricular life of students.

### 4. *Organization and administration:*

- (a) Organization and administration of schools and departments.
- (b) Records and methods of accounting.
- (c) Distribution of budget; salary scales, equipment, administration, repairs, etc.
- (d) Fellowships, scholarships and various forms of financial help.
- (e) Utilization of part-time instructors.

### 5. *Contribution to public welfare:*

- (a) To charitable projects.
- (b) To the advancement of the professional or other vocational interests served by the particular department or school.
- (c) To civic and commercial fields.
- (d) General.

## *IV. Persons to Make the Studies*

1. One person from the faculties of Northwestern University to serve as general chairman of all the studies made. Each commission to choose one of the members as sub-chairman for that particular study.
2. One specialist from outside of the University for each school to be studied.
3. One person from the faculty of the school to be studied.
4. One alumnus of the school to be studied.
5. One person from another faculty of the University for each school to be studied.
6. Personnel provided in 1, 2 and 3 may recommend additional members.

7. All to be appointed by the President of the University.
8. The Board of Trustees to be invited to appoint one of their members for each study, if they choose to do so.

*V. Methods of Obtaining the Data To Be Reported in the Studies*

1. Personal interviews with members of the faculty of each school and clerical help of each school by arrangement with the Dean or Director of the School.
2. Comparative examination of courses of study, records, reports, etc.
3. Scientific collection, tabulation, and interpretation of objective data.
4. Visiting laboratories, clinics, libraries and classrooms, on prior notice.
5. Interviews with and questionnaires from students and Alumni, provided that questionnaires to students shall be filed beforehand in the administrative office of the school concerned, and distributed as a regular faculty communication.

*VI. Persons to Whom the Studies When Made Are To Be Communicated*

1. To the President of the University.
2. To the Board of Trustees.
3. To the Dean of each of the several schools studied, and to each acting member of his faculty, a copy of that study concerning his school.
4. To the students, such matters as the President considers would lead to increased loyalty, better scholarship, or stronger cooperation in attaining the objectives of the University.
5. To the public, such matters as the President considers to be for the welfare of the University.

R. A. KENT.

## The Personnel Register

THE RECORDS of twenty thousand college teachers are now available for the use of officers seeking instructors. There are more than fifteen hundred in English alone, about a thousand in Mathematics, as many in Agriculture, thirteen hundred or more in Economics, and so on. All ranks of college teachers are represented.

Administrative officers are also included. In addition, more than two thousand graduate students who will be available for teaching next year are enrolled.

Each record includes the kind of personal and professional data usually carried by an appointment office. Names of references are provided. Registrants are encouraged to outline their future plans, mention special qualifications for their work, and make comments freely. This results in making the registration blank a human document as well as a professional record.

A representative of the Personnel Division has recently visited a number of colleges in order to discover how the usefulness of this service may be increased. Not a few administrative officers reported that they were able to make appointments as a result of information sent them. Others felt that, although they were unable to attract any of the men nominated for their vacancies, the survey of the field afforded them by these lists was highly valuable to them. Still others saw in the data sent them opportunities for gaining valuable knowledge of the professional standards, salary demands, and occupational trends in any given field.

It appears, as a result of questioning some forty administrative officers in leading colleges and universities, that there is little doubt of the need of greater coherence in the facilities for finding the right men and women for college

positions. The limitations of a mechanical device, like a register of records, when dealing with human adjustments, is fully recognized. Yet a register of records contains much of the basic data needed for an effective personnel service. Such a register is a firm foundation for objective study and experimental development of an adequate system of academic appointments.

The plan of securing a corresponding member in each of the institutions has worked to the mutual advantage of the institution and the Division. Nearly a hundred such representatives are now engaged to complete the registration from their colleges and to help in keeping the information accurate from year to year. These agents are selected from various departments, according to the organization of their particular institution. In the smaller colleges the President or the Dean often volunteers to handle the material through his own office. In some cases the work has been delegated to one of the younger members of the faculty, appointed by the President. In the great universities it is found most convenient to approach the teacher through departmental heads or Deans of Graduate Schools.

The work of the Division is so closely related to that of the college appointment office that it is possible for them to merge into an entity, one supplementing the work of the other. The college appointment secretaries have cordially endorsed the efforts being made by the Council to establish a national center where the problems of college appointments may be formulated and articulated.

Every college and university has its personnel problem. In the smaller college this is generally one of faculty make-up. In the great universities it is more often a problem of marketing the product. In fairness to the administrative officer, who spends an unwarranted amount of time and money each year in the search for the right teacher, and in justice to the teacher whose growth is often stunted by his environment, a great cooperative experiment in the direction of better adjustment of capacity to oppor-

tunity should command the support of all members of the teaching profession.

This will require recognition on the part of every administrative group of just what the Council is trying to do. It will require cooperative analysis of all common problems and free exchange of facts and suggestions. If institutions will use the register freely in finding candidates for positions and if they will, with equal freedom, submit constructive suggestions as to how the service can be strengthened, progress toward better professional conditions will be accelerated to the benefit of all concerned.

LYNDA M. SARGENT.







# The Educational Record

Published Quarterly by

The American Council on Education

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Volume 6

April, 1925

No. 2

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Editor :

C. R. MANN

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Annual Subscription, \$2.00

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AMERICAN COUNCIL ON EDUCATION

# National Organization of Education

THE Sixty-eighth Congress has ended. All pending bills are dead. Every measure that is to receive further consideration must be introduced anew when the new Congress convenes. There is opportunity for constructive action. Have the discussions of the past six years educated the educators and the public to the point where agreement on the essential structure of our school system is now possible?

All are agreed that the problem is vital. All know that a sound political system does not alone insure permanence to a democracy. The people must be educated. An education that develops men who are competent for self-government is the essential prerequisite for the stability of a political system of self-government.

All are agreed that our political system is unique. All acknowledge its phenomenal success. The growth of this republic under the sagacious provisions of our Constitution justifies confidence in the principles of organization on which it is built. We may therefore infer that those same principles are the best available guides for development of a national program of education that is consistent with our system of government and therefore capable of contributing to the perpetuity of our institutions. If we would establish education on these principles as successfully as our forefathers established government, we must be as wary of foreign school models as the framers of our Constitution were of foreign political models. Our system of education must also be unique.

The analysis of the fundamental principles of American Democracy with regard to education is no easier than was their analysis with regard to government. Similarly their interpretation in a national organization for education is quite as difficult as was their political interpretation in the

Constitution. Fortunately, for the past six years a very lively argument has been in progress concerning creation of a Department of Education in Washington. No legislative action has yet resulted, but thousands have acquired a liberal education on this subject through the keen and lively debates that have given charm and zest to the learning process. Basic conceptions are crystallizing and several of the essential features of an appropriate national organization of American education are now visible enough to make general agreement on them possible.

All agree that one of the most striking features of recent American school practice is the rapid spread of fact-finding investigations and experiments. A science of education is in the making. The results achieved are continually making it clearer that in a democracy facts control education. When Detroit has demonstrated by objective tests that certain procedures in teaching arithmetic make children more skillful and accurate in number work in less time, no other authority is needed to make Cleveland adopt the new practices.

As soon as one grasps the significance of the working hypothesis that in a democracy facts control education, the nature of the problem of national organization of education assumes a totally different aspect. It is then no longer a question of establishing an office with functions like those required for political purposes. The problem becomes one of creating a suitable agency for intelligent collection, classification and dissemination of facts. The office must also be so manned that it is competent to use discretion in the selection of facts that are both valid and significant for education.

The requirement that the facts selected by the Federal education office be valid and significant makes it difficult if not impossible for that office to usurp any unwarranted power over education, because significant facts acquire power in proportion as the number of cases that evidence their validity increases. When an alleged fact is found on trial to be incorrect, its vitality vanishes. Besides, the

fact-finding enterprise stimulates cooperation for the common good among many independent agencies without impairing in any way the autonomy of each. This is so obvious that educators are rapidly coming to agree that a properly constituted fact-finding Federal office could not if it would either drag education under political control or impair the powers of the indestructible states.

A second significant conviction that is now universally accepted is that in a democracy schools are but part of the machinery of education. Newspapers, magazines, movies, radio, sports, autos, industry, commerce—all these and many others play vital roles in developing men who are capable of self-government. In the early days of the Republic we had a continent to conquer. The pioneer spirit was essential to survival. Necessary chores helped educate the people and kept them out of mischief. Now this is all changed. The situation is so complex that illuminating facts and reliable information are needed to inspire and guide team play for the common good.

The task of collecting, classifying and testing all the information that is needed is too large for any local, state, or voluntary organization. Each individual group must be active in finding and studying the facts of its own environment. But the significant facts of local life must be united in a national picture, which, by comparing trends and tendencies, would arouse the sporting spirit of local groups to compete for honorable mention for distinguished service in realizing more fully our national ideals.

Consideration of the two generally accepted theses just stated—namely, that facts control education, and that education is far broader than schooling—leads to a continually deepening realization of how indispensable education is to the stability of our political institutions. Therefore education as here defined may well claim rank in the national government equal to that accorded to agriculture, commerce and labor. The true functions of these departments are no more executive and administrative than are those of education. All are essentially research and news distribut-

ing agencies, enlightening the public by collecting and disseminating significant and valid information of wider scope than any state could secure by itself alone. By their constructive influence on American life, they have fully justified the wisdom of establishing them.

The centralization of administrative authority in a fact-finding Department of Education, or the usurpation of state and local executive autonomy, is rendered more difficult by the various voluntary professional organizations of teachers, of educational institutions and of religious denominations. Most of these are now engaged in fact-finding investigations. If the Federal Department attempted a partisan presentation of facts, their effect could be counteracted by presentation of the facts on the other side. It would become a battle of facts instead of a squabble over legal jurisdiction and vested rights. Significant facts may also prove to be the best bulwark of the Church against threatened encroachments by the State.

While there is general agreement on several basic conceptions of national organization of education, there are still honest differences of opinion on a number of important points. Such questions as the extent and proper method of applying Federal financial support to education; the nature of the relations between a Federal education office, with no administrative authority, and a state education office responsible for administration of a state school system; and the limits within which equalization of educational opportunity is practical and in harmony with the real spirit and intent of our Constitution. More facts than we now have are needed before such questions can be wisely settled. But the needed facts will never be collected, analysed, classified and interpreted until a suitable agency is established to do this work with adequate material facilities and moral support.

The present situation presents a rare opportunity for disinterested cooperation in reaching the best solution that is possible with the information now available. Because of its vast significance to our national development, educational organization in America is worthy of no less dignified and

profound consideration than was given our political organization by the Constitutional Convention. Can such an assembly be convened? Who should call it and how would it be financed?

It is certain that when general agreement is secured among educators on a bill for the creation of an appropriate Federal education office, such a bill would be welcome in Congress and would receive careful attention. If, in addition, the proposed office could be shown to be at every point in harmony with both the spirit and the letter of the Constitution, the proposal to establish it would have a good chance of realization.

C. R. MANN.

# Appointment Service for Teachers —Progress and Problems<sup>1</sup>

## I

WE KNOW something of the personal suffering of professional workers occasioned by lack of employment. It has come to our friends, to our relatives, and perchance to ourselves. We, likewise, know something of the havoc wrought alike to individuals and to institutions when professional workers are misplaced. I presume nearly all of us have experienced it personally. Its larger effects are observed daily. How frequently do we hear, "He is a very capable man, but he is misplaced; for his own good and for the sake of the institution, someone should tell him that he should find another position." Many a professional career has been retarded, seriously and even blighted, because the right opportunity for service did not present itself. While psychologists tell us that merit tends to find adequate opportunity for its expression, the chance factors of time, place, and circumstance tend as frequently to bury in obscurity young people of great potential ability as to raise to prominence those of mediocre caliber.

Our apparent inability to find adequate ways and means to distribute or market professional talent in accordance with personal merit and institutional and community needs is one of the outstanding problems affecting all professions alike.

A recent graduate of a medical school decided not to go to his home town to practice. Where should he go? He talked to his professors who suggested this town and that. He consulted the United States Census of Occupations to see if he could discover cities with fewer doctors than appar-

<sup>1</sup>An address delivered before the Association of Appointment Secretaries, at Cincinnati, February 26, 1925, preprinted by courtesy of The Association.



ently would be needed. He considered factors of climate, proximity to schools and colleges, and finally decided to locate in Seattle. As he remarked later, it would have been just as reasonable to write the names of a dozen cities on slips of paper and then pick one from a "grab bag" as to proceed as he did. His choice might just as well have been Denver, Kalamazoo, Charleston, or Miami.

For many centuries, teachers in our schools and colleges have regarded as part of their responsibility, the placement of the students in whom they have most interest. Professor Monroe has in his possession some of the record sheets of the teachers in the Charity Schools of England of the eighteenth century, wherein there are frequent entries indicating that the teacher had placed a youth in a certain position, then replaced him in another, and so on. This interest of the public schools in placing young people who leave or complete the work of the school is now expressed through placement bureaus. College and university instructors long have rendered employment service similar to that of the "Dame" school teachers. We may call this the period of individual placement.

We are trying to outgrow this period of individual activity on the part of instructors in finding appropriate positions for their major students. It is reasonable to hope that the institutional appointment bureau ultimately will be utilized exclusively by students, professors, and institutional heads, in so far as the placing of new institutional graduates may be concerned.

The old system of individual placement had many virtues. It was direct; a student could be recommended by Professor Y directly to the principal of the high school at Lakehurst without the intervention of what appears to some to be red tape. Professor Y knew just what was needed, knew the high school principal, the type of community, and also the student whom he was recommending. The personal touch added assurance and satisfaction to all concerned. Appointment bureaus must learn how to conserve these values.

But this individual system had many shortcomings.

Some professors who might have the time and occasion to travel about the state naturally would be looked to more than others for recommendations of new teachers. Students, knowing this, would drift into the classes of such instructors and thus a large department would be built up out of all due proportion to the state's needs. Doubtless, every institution represented here could furnish at least one illustration of this development. Another obvious drawback of the old system was the fact that all professors were not equally sagacious in appraising their students or in sensing school needs.

So the institutional appointment bureau represents a step forward. It may be characterized as the second period in the development of appointment service. While it would be carrying coal to Newcastle to describe the mode of operation of appointment bureaus to a group of appointment secretaries, I trust you will permit me to comment upon what seems to me to be one great deficiency in the systems now in vogue in these bureaus.

During the course of the year, instructors are asked to express their opinions of students who are about to complete their period of training. Standard forms are used, all having about the same headings. As an instructor, I may be asked to express my opinion of Mr. X, a graduate student. I must reply in some way and naturally, if the student is capable, I make a general statement like this: "Mr. X is a capable, energetic man; a fine future is ahead." The appointment service receives half a dozen such reports, edits and types them, binds them in red, yellow, or blue covers, and then waits until a call comes in, whereupon the papers are sent. I have received hundreds of such sets of papers, but not one of them ever has served my purpose satisfactorily. The information of most value which is received in this way is age, sex, nationality, church affiliations, height and weight. I want to know about the applicant's health. The papers say, "Health is perfect." It always is in the record—obviously untrue! I also want to know what Professor Y thinks of Mr. X for the position I seek to fill. To be sure

Professor Y endorses Mr. X in general, as indicated by his testimonial; but would he endorse him for this particular position? In fact, in many instances, I have written professors under such circumstances and not infrequently the reply has been, "Mr. X is very capable but not adapted to your situation." I am sure many who have to employ instructors feel just as I do about the need of personal endorsement from professors whom we know regarding a specific post we seek to fill. This much of the old plan, where instructors expressed their opinions of the fitness of students for certain positions, must be retained. How is it to be done?

With only one institutional appointment bureau in a state and that one usually conducted by the state university, the situation was relatively simple. But with the development of the systems of State Teachers Colleges and the Teacher Training departments of Land Grant Colleges, all with the accompanying appointment services, it is not unusual to find, in our more populous states, from five to ten institutional bureaus. So long as normal schools and teachers colleges confined their work to the preparation of teachers for the elementary schools, the appointment bureaus of these institutions were not a complicating factor, as their graduates were placed locally, usually within the district in which the institution was located. But when teachers colleges enter upon the preparation of teachers of secondary schools, district lines tend to disappear, and positions become available potentially throughout the whole state. Thus, a half-dozen placement agents find themselves virtually competing with one another. Fortunately this has occasioned but few adverse effects to date, due not to the plan or to the foresight of appointment secretaries but to the rapid turnover of the teaching staff and to the shortage of trained teachers.

To further complicate the placement problem, state boundaries, as well as district boundaries, tend to disappear in placing teachers and educational leaders; particularly secondary teachers of special subjects (agriculture, home

economics, arts, physical training) and supervisors of elementary schools and special subjects, superintendents of schools, research officials, etc. Many a city these days concludes that it will search the county for the best superintendent of schools that can be found, regardless of where he was trained and where he may be employed now. This long has been the custom in selecting presidents of universities and colleges, and college professors.

And this brings us to the present period, that of coordination among the appointment bureaus of a state and cooperation between the bureaus of the various states. So far as I know, there are no instances among the states of a plan (either official or unofficial) for the coordination of the appointment bureaus. I believe, further, that there are no plans of cooperation between the states. It must not be assumed that I am saying there is *no* cooperation at present among the bureaus in the states, or between the states. There is a great deal of cooperation but of the informal sort, which is the result of a cooperative frame of mind and temperament, on the part of secretaries. Your President, in conversation the other day, cited a splendid instance of cooperation, between California and Oregon. The Oregon Agricultural College long has been a source for high-grade teachers of secondary agriculture. A representative of this institution, through cooperation with the appointment secretary of the University of California, placed a dozen or so teachers of agriculture in California. Many other similar illustrations could be cited.

But this informal cooperation is inadequate, and ultimately will give way to some form of organized effort, determined by the process of evolution. To attempt to start with a formal plan of cooperation probably would result in failure. But the plan which ultimately will formulate itself as a result of necessity and a cooperative frame of mind will be sound and workable. Social evolution, rather than creative or prescriptive legislation, is the safer process.

First, individual effort on the part of instructors to place their graduates, then organized institutional service, then

cooperative effort between institutional agencies; such is the general sweep of the placement service of institutions to date.

## II

Meanwhile, agencies aside from institutions have entered upon the placement of teachers. It was inevitable that this should be so, for as yet institutions alone have not been able to render the required service. The commercial agency, in this country, antedates in origin the institutional bureau. Ten years before the Civil War there were at least three agencies of this type. The period of greatest growth was from 1875 to 1890. Since that time the changes have been characterized by specialization and consolidation. The latest development is the organization of the National Association of Teachers Agencies with a membership of over sixty agencies. Several agencies now confine their efforts to the collegiate field; others, to the so-called special subjects; a number operate upon a national basis with offices in the more important population areas. To the members of this Association, the national agencies are of special interest as they illustrate the feasibility of disregarding, to a large extent, the smaller and customary geographical boundaries. The pattern of these national organizations could be studied with profit.

It is certainly not within the province of this discussion to evaluate the commercial agencies or to attempt to predict that they will be either permanent or transitory. However, like the proprietary professional schools of two decades ago, these bureaus exist for monetary profit, and, in the last analysis, monetary considerations must be well to the fore. Some of them make money for their owners while rendering a very worthy professional service; others have the reputation of making money by capitalizing what some call the "exploitation of professional distress." No one of them is endowed, and none operate under direct state control; some, however, must conform in their practices to the statutes governing private employment agencies. But it would be unfair to make the sweeping generalization that the com-

mercial agencies, under existing circumstances, have no legitimate place. It would be a great step forward if some of them could be endowed. We know dozens of capable teachers and executives who can make no claim upon institutional bureaus and who must look periodically to the commercial agencies for positions. We likewise know of school superintendents and boards of education who prefer the commercial agencies to the institutional bureaus.

In 1906 Massachusetts authorized the State Board of Education to conduct a registry for teachers. Since that time hundreds of teachers have been placed through this registry. The development of departments of registration in the state departments of education seems to me to have possibilities of great magnitude, where the departments are on a professional basis and where they are free from political influence. In my opinion, there are at least six state departments that well might seek the necessary legislation to establish a placement service.

One state teachers association (perhaps there is more than one) very recently has entered upon a plan looking toward placement service for its members. This state association has an elaborate organization, a large and representative membership, and a salaried staff of secretaries. Its mode of operation has not yet been standardized nor has its field of service been delineated. It is an interesting outgrowth of the current movement, on the part of teachers, for more effective concerted effort to improve their conditions and the school systems as a whole; a movement which is more far-reaching in its possibilities than almost any other development in education during the past two decades. There are some who believe that the functions of such associations should be primarily to foster necessary and desirable school legislation, increase the amount of financial support of school systems, and raise teachers' salaries. These tasks are of sufficient magnitude to require the undivided efforts of the voluntary associations for a long time. There is danger that personal politics may hamper the most effective service in placing teachers. To say the least, the experiment will be watched with interest.

Teachers federations, also, are entering upon placement programs. To the speaker, it seems perfectly clear that such a placement service is not for the best interest of the schools or, ultimately, for the teachers themselves.

The Cooperative Bureau for Women Teachers, with headquarters in New York City, seeks to render, on a national basis, an educational service for schools and colleges by: (1) raising the standards of the teaching profession by making available information and criticism as to methods of training, conditions of employment, and standards of service; and (2) affording to schools an extensive registry of successful and prospective teachers; and (3) affording to teachers information regarding requirements, opportunities for training, vacancies, and characteristics of schools. Colleges, associations, schools, and teachers may become members and may receive the benefits of the Bureau upon the payment of the designated fees, varying according to the type of membership.

Another entrant in the registry and placement field is the American Council of Education, through its Division of College and University Personnel. Limiting its efforts to the colleges and universities, this organization is attempting to have all young men engaged in teaching in such institutions, or those qualified to enter such service, file in Washington complete personal and professional data. The Council, as I understand its plan, will not attempt to find a position for an individual; rather it hopes to develop such a complete and useful registry that deans and presidents may obtain from the files a list of promising men for the position they seek to fill. While the Council prefers that the university executives come to Washington and discover for themselves a list of eligible candidates, the Secretary will undertake to make a tentative list upon receipt of specifications regarding the position to be filled. It is the nation's most impersonal service now in existence. It operates upon a strictly professional basis, and neither personal or institutional politics or prejudices are factors. It is certainly sound, theoretically, to assume that the United States of America is the most appropriate placement unit, and that Washington is the center thereof; but practically it will be a very long time

before this is a reality. In my opinion, the natural population and institutional units will have to be considered if this placement enterprise is to net the maximum results. As the Council seems to have no inclination to regard its Personnel Division as the only one which should function in the collegiate field, in this discussion it may be listed as another enterprise to be added to those already enumerated: institutional bureaus, commercial agencies, and bureaus of state boards of education, teachers associations, teachers federations, and cooperative bureaus.

### III

It is reasonable to assume that, of the seven types of agencies now engaged in placement service, some are better adapted to the ends in view than others; that some should be encouraged and some discouraged even to the point of elimination. By what process are we to determine which should be fostered and which eliminated? Obviously standards and criteria are needed. I propose for your consideration four criteria; certainly not with the hope or expectation that they will be adopted as presented, but in order that you may have something definite before you which, by the process of revision and substitution, may lead to a satisfactory formulation.

1. The nonprofit or noncommercial agency should be regarded in a preferred group.

There is no need to argue this thesis. To permit a money-making agency to prosper because of the necessity for a professional worker to find a position, or the need of a school to find a trained worker, is a social waste and unjustifiable in the extreme. It is particularly inappropriate in the teaching service, which is a state service not to be exploited or arranged for by a money-making agency.

2. Only those placement agencies which can operate and do operate on a high professional plane should be fostered.

The placement service must advance the development of our schools and colleges. It must be conscious of and share in the larger ends of education. To do this requires that



positions be filled by persons who can render the most effective service. The interests of individuals, groups of individuals, and training institutions are of secondary importance. This thesis implies that those agencies are in a preferred class which are actuated by the highest professional motives, which are equipped to discover accurately the needs of our schools and colleges and the qualifications of available teachers, and which can operate on a confidential basis.

3. Other things being equal, the organization should be preferred which, incident to discharging its placement function, will tend to make available to teacher-training institutions and certifying bodies the data obtained about the educational needs of the schools in terms of personnel.

In other words, the agencies closely related to or a part of normal schools, or schools of education, or state boards of education, are to be preferred. The placement agencies stand in a potentially helpful relation to teacher-training institutions. Those agencies which can make the most of this relation should be fostered.

4. With the greatly increased need for specialists in all educational endeavor, the agencies which can operate with only incidental reference to the smaller district boundaries or zones will be most helpful.

For example, in filling a college or university position, it is frequently necessary to canvass the entire country. Herein lies the great advantage of the Personnel Service of the American Council of Education and similar agencies.

While I have listed but four criteria, many more will occur to the members of this organization. The definite evaluation of the seven types of bureaus certainly does not fall within the scope of this discussion. It would be indeed a rash individual who, alone and unaided, would attempt such a task.

#### IV

Each association, to bring its purposes from aspiration to reality, must have an appropriate organization and mode of operation. I venture to suggest that the Commission plan of organization might be suited to the needs of this

group. There are many problems which will be of the utmost importance for a number of years. Each of the more important problems could be considered by a commission constituted by the officers of the association. Each commission could pursue its work throughout the year and submit a report at the annual meeting. At the start, the following commissions might be formed: research, state legislation, standardization, and coordination. The association needs facts. The research commission could promote the gathering of data by its own members and the writing of theses and dissertations by graduate students in schools of education. Certainly state legislation is needed, but it will take much thoughtful consideration to determine upon the proper form of legislation. A certain amount of standardization in procedure among the placement agencies probably would be desirable as would also a certain degree of coordination. These topics are well adapted to the commission plan of procedure.

ROBERT JOSSELYN LEONARD.

# Psychological Tests for College Freshmen

THIS IS the first preliminary report of the cooperative psychological test program in which 109 colleges are participating. In this report we are presenting the norms for the twenty-five colleges whose records have so far been tabulated. In a later report the complete norms for all of the participating colleges will be published. When the scholarship records become available, the predictive value of the tests in a number of colleges will also be published.

## PURPOSE OF THE TEST PROGRAM:

Psychological tests are attracting such widespread attention among educators, and the claims that are made for psychological tests are sometimes so extravagant that serious consideration of their possibilities and limitations is very much needed. The very extensive experiments that have been carried out on college students by many investigators have demonstrated that the psychological test forms have predictive value of considerable practical importance in the selection of students, but the newer test forms are of course in no sense to be considered an educational cure-all. The present program has for its purpose to make available to the colleges and universities the most successful forms of psychological tests. The program contemplates the publication of a comprehensive set of psychological tests every year and the annual revision of the tests in the light of experience with them in a representative group of colleges.

This project has several aspects of interest to psychologists and to college administrators. The project is a cooperative one in that the test material will be pooled annually by the participating colleges. Individual psychologists should be encouraged to continue, as usual, their experiments with new and varied forms of psychological tests in their college classes

and on specially selected groups of people. Their research on small groups of students will bring to light improvements in the content of the tests, their form and arrangement, in the methods of giving the tests, and in the methods of scoring or marking the test answers. These results of individual experiments can be brought together every year and be made the basis for the construction of an annual test program.

It happens frequently that a psychologist, working with a group of college students, discovers a new form of test or an improvement in psychological test procedure. He can find a wide audience for his contribution and he can establish extensive norms for his tests by incorporating his results in the annual test program of the American Council on Education. It is the intention to construct these tests annually on the basis of the pooled efforts of individual experimenters.

The plan by which individual experimenters have the opportunity to pool their results every year and get their test results applied on an extensive scale will undoubtedly improve the rate of progress in the art of mental measurement.

The test pamphlets are being made available at cost to the colleges. This should prove to be an advantage because the psychological tests that are published commercially are frequently expensive, especially when it is desired to give the tests to large groups of students. The responsibility for assembling and editing the test material annually is assumed at present by the National Research Council Committee on Personnel Research. The American Council on Education in Washington, D. C., has consented to take the responsibility for the printing and distribution of the test material.

A grant from The Commonwealth Fund has made possible the statistical evaluation of the records from the colleges this year. On the basis of this analysis, the selection of next year's tests will be made.

An important feature of the test program is the conservative auspices under which the tests will be produced and distributed. It happens occasionally that those who are

interested in the mental test movement become so enthusiastic about its possibilities that they make extravagant claims for the tests. It also happens that educators who are cautious in accepting innovations are offended and in self-defense denounce the whole mental test movement. It is our purpose so to conduct the cooperative test program that the annual reports will show the advantages as well as the limitations of psychological tests in the light of extensive statistical data from the cooperating colleges.

It is planned, further, to select the best tests every year for use the following year and to eliminate those tests which are not universally satisfactory. These eliminations will make room for the new test material which is submitted on the basis of preliminary experiments by individual psychologists. In this manner the selective value of the test program will be improved every year.

The success of the project will of course depend on the general participation of the colleges. It is to the advantage of each college to obtain its psychological test material at cost, based on large printed editions, and to profit every year from the results of the pooled efforts of psychologists who are making intensive and extensive studies in this field.

Finally, it should be noted that the test program will incorporate not only the conventional psychological tests for intelligence but also several subject-matter tests such as tests in arithmetic, English grammar and rhetoric, vocabulary, and prose reading. By combining several objective subject-matter tests with the more formal intelligence tests the relative value of these different forms of examination for the selection of college students can be ascertained. This aspect of the project should be of particular interest to those who are concerned with the administrative and scientific problems of college entrance examinations.

#### DESCRIPTION OF THE TESTS:

1. *Completion Test.* Prepared by Professor H. T. Moore, Dartmouth College. This test has been used by Professor Moore on Dartmouth students and it has already established

a very satisfactory diagnostic value. It differs from most of the completion tests that have been used previously in that it is pitched at a higher level of difficulty so as to be suitable for college students. The Completion Test is one of the oldest methods of measuring mental alertness and it is usually found to be one of the best types of test. The present form is partly a vocabulary test.

2. *Arithmetical Reasoning Test.* Prepared by the writer. It has been found in most experiments on different types of mental tests that arithmetical reasoning is one of the best types for differentiating good and poor students, especially when reasoning is emphasized rather than mere calculation. In the present test the necessary calculations have been reduced to a minimum so that most of the student's efforts are directed toward the reasoning that is required in each problem.

3. *Artificial Language Test.* Prepared by Mr. Stuart C. Dodd and submitted by Professor Carl C. Brigham, Princeton University. This is a very ingenious test which has been used successfully at Princeton University. It will probably be equally serviceable in other colleges. Success in the Artificial Language Test requires knowledge of the fundamental concepts of language form and some degree of abstraction in applying them to the material of the test, which is intentionally arranged so as to be equally novel to all subjects.

4. *Proverbs Test.* Prepared by Thelma Gwinn Thurstone, The University of Chicago. The Proverbs Test represents a type of test that is becoming more and more generally used in measuring intelligence on the college student level. The present form has been prepared from an extensive collection of material.

In the Proverbs Test the student is asked to match proverbs which have the same meaning or moral but which may look very different. One of the simplest examples is the correspondence between "Sail when the wind blows" and "Strike while the iron is hot." In other cases, intentional distractors are inserted so that two proverbs may have the

same word in common but may have totally different meanings. The test requires some degree of abstraction in looking beyond the superficial appearance of a statement and recognizing its meaning.

5. *Reading Test.* Prepared by Mr. A. W. Kornhauser, The University of Chicago. This is a test of prose reading which is the result of several years' experimental work on reading tests for college students. Most of the reading tests that have been prepared for use in the public schools are too simple to be useful for college students. But several tests of prose reading are available at a level of difficulty suitable for college students. Since the work of a student depends very largely on his ability to read difficult prose, it certainly seems logical to measure this capacity as directly as possible. The quotations in Mr. Kornhauser's test represent a fairly wide range of subject matter and the student is asked specific questions on each section of prose.

6. *Opposites Test.* Prepared by Professor Carl C. Brigham, Princeton University. This is one of the oldest and most successful forms of intelligence test. The present test is much more difficult than the opposites tests that are in current use for children. It is in part also a test of vocabulary.

7. *Grammar Test.* Prepared by Thelma Gwinn Thurstone, The University of Chicago. This test requires the student to examine a list of sentences some of which contain errors in grammar, punctuation, spelling, and rhetoric. It is one of the subject-matter tests in the series. In the Grammar Test an attempt is made to measure, by objective methods, the student's knowledge of grammar and rhetoric. It may be possible to develop this examination technique so that at least a part of the student's ability in English may be measured by these rather definite methods. It will probably not be possible for objective tests of this sort to supplant entirely the informal tests in composition, but they may reasonably be expected to constitute a valuable supplement to tests of composition which are, of necessity, difficult to grade.

8. *Estimating Test.* Prepared by the writer. In this test the student is asked to make quantitative inferences on the basis of experience that may be assumed to be universal. The score in the test is a measure of the degree of reasonableness of the answers. The test has emerged successfully from a study in which scholarship students were selected by a comprehensive series of mental tests. The Estimating Test differs radically from the current line of psychological test and it is admittedly more of an experimental venture than the other tests in this series, although it has been successfully used in differentiating abilities among scholarship students. It is an attempt to reduce to objective and definite form the measurement of the student's reasoning powers. In most practical reasoning problems, one is not given all of the premises. The solution of a problem depends ordinarily on the selection of suitable premises as well as on the logical use of given premises. In this test the student has the opportunity to select his own premises from information that is fairly general and to make his own deductions. Unfortunately, the first few problems in the test were made rather difficult and, as a result, some students are scared off. If the test should seem good enough to retain, the instructions and the sequence will be revised so that the first few problems are very easy, thereby gradually leading the student to the more difficult estimates.

9. *Reasoning Test.* This test has been compiled from reasoning test material of several authors. Most of the problems were chosen from tests that were constructed by Dr. Cyril Burt of London, England.

#### INTERPRETATION OF THE TESTS:

The standard or criterion by which the tests are selected for use with college students is their effectiveness in selecting the good and poor students. If, in general, those who make poor scores on a test turn out to be poor students while those who make high scores on a test are generally superior students, the test is thereby considered a good one, even though it may not always be possible to describe immediately just which mental faculty or function is being measured.

In order to facilitate further the interpretation of the



results, profile charts were distributed so that there should be available one profile chart for each student examined. On the profile sheets, the tests were classified in groups. Six of them are primarily linguistic in form while three of them are quantitative. The linguistic tests can be classified further into those which measure primarily, reading, vocabulary, and grammar. The student's level on the test is indicated on the profile chart by his percentile standing.

The percentile rank of a student in a test shows the percentage of students who score lower than he does. Therefore, a percentile of 50 shows average performance. A percentile of 85, for example, would indicate that 85 per cent of the students make lower scores and that 15 per cent make higher scores.

Most of the psychological tests that have been used for college students have been so constructed that they yield a single index of mentality. This has been a logical extension of the Binet Test for children who are classified in accordance with mental age or intelligence quotient. It is becoming apparent, however, that talents cannot be satisfactorily classified by means of a single index of mentality. College students vary, no doubt, in general level of mentality, but besides this variation, there are conspicuous individual talents and defects. For example, a student may be especially talented in linguistic tasks and hopeless in mathematical tasks. In a psychological study of his mentality one should take account of these differences as far as possible. For this reason, the profile chart has been arranged, by which the student is ranked separately in the nine tests. It is clear that a student's special talents and deficiencies have a better chance to reveal themselves in a profile than when the psychological tests are so conducted that they yield only one score.

While it is strongly recommended that each test be recorded and analyzed separately, there are certain administrative advantages in combining tests into a single composite score. Such a combination can be effected in one of several ways, one of which is suggested on the profile sheet—to record the median percentile standing in the last column. That median

percentile rank is easily determined; it is simply the middle one of the nine percentile ranks. It can be used as a single composite measure of the average attainment for the nine tests and it assumes that the tests are weighted equally. Individual interpretations can readily be made by analyzing the characteristics of the profile, such as low level in the linguistic tests and high level in the quantitative tests, erratic or consistent performance, and so on. The profile chart, therefore, gives both types of result—an individual analysis of the nine separate tests as well as a single composite index, where that is necessary.

In the accompanying diagram, a typical profile is shown. It may be convenient to file a profile with each student's personnel records, so that one may tell at a glance how he ranks in the different tests. The profile charts are printed so that the only labor involved is to record, with blue pencil, the student's level in each of the tests.

#### NORMS OF PERFORMANCE:

In the accompanying tables, the average scores in each of the nine tests for twenty-five colleges have been summarized. In preparing the table the names of the colleges were arranged in alphabetical order, but the list can be rearranged from highest to lowest according to any one of the tests.

The norms of performance are presented in more detail in the percentile tables so that it is possible to compare any score with the performance of about 6,000 students who have taken the same test. Thus, a student who makes a score of 8 on the Proverbs Test has a percentile rank of 61 when compared with the 5,816 students in twenty-five colleges where this test has been given. The interpretation is similar for the other tables.

In the accompanying table is given a list of the 109 colleges participating in this cooperative study. The norms for the remaining colleges will be published in a subsequent report. The more important study will be the analysis of the predictive value of the different tests and this analysis will also be presented in a separate report.

## PARTICIPATING COLLEGES

1. Amherst College
2. Antioch College
3. Atlanta University
4. Bryn Mawr College
5. Bucknell University
6. California State Teachers and Junior College
7. California, University of
8. Carroll College
9. Carthage College
10. Case School of Applied Science
11. Central Michigan Normal School
12. Clark University
13. Chicago Normal College
14. Chicago, University of
15. Civic Club of Alleghany Co. Educational Dept.
16. Cleveland Board of Education
17. Coe College
18. Colorado State Teachers Col.
19. Colorado, University of
20. Connecticut College
21. Cornell University
22. Creighton, The University
23. Dartmouth College
24. Delaware, University of
25. Dickinson College
26. Drury College
27. Emporia, College of
28. Fairmount College
29. Fullerton Union High School Dist. California
30. Georgia, University of
31. Gettysburg College
32. Gustavus Adolphus College
33. Harvard University
34. Hiram College
35. Howard University
36. Idaho, University of
37. Illinois Women's College
38. Industrial Arts, College of
39. (Independent School Dist. No. 27, Hibbing, Minn.)
40. Iowa State Teachers College
41. Kalamazoo College
42. Kansas State Agricultural College
43. Kansas State Teachers College
44. Kenyon College
45. Lehigh University
46. Loomis Institute
47. Louisville, University of
48. Loyola University
49. Marietta College
50. Maryland, University of
51. Maryville College
52. Marywood College
53. Mass. Institute of Technology
54. Meredith College
55. Miami University
56. Michigan, University of
57. Middlebury College
58. Milwaukee-Downer College
59. Monmouth College
60. Mt. Holyoke College
61. Mt. St. Vincent, College of
62. Nebraska Wesleyan Univ.
63. New Hampshire, Univ. of
64. New York, College of City of
65. New York, University of
66. North Carolina, University of
67. Northwestern University
68. Ohio University
69. Ohio Wesleyan University
70. Oregon Agricultural College
71. Our Lady of the Lake College
72. Pacific, College of the
73. Penn. State Normal School
74. Pennsylvania, University of
75. Ripon College
76. Roanoke College
77. Rochester, University of
78. Rose Polytechnic Institute
79. Seton Hill College
80. Shantung Christian Univ.
81. Sophie Newcomb Memorial College
82. (South Dakota State Testing Commission)
83. Southern Methodist Univ.
84. Stanford University
85. St. Elizabeth, College of
86. St. Stephens College
87. St. Xavier College
88. Swarthmore College
89. Syracuse University
90. Texas, Agricultural and Mechanical College
91. Transylvania College
92. Trinity College
93. Tufts College
94. Tulane University
95. Utah, University of
96. Vanderbilt University
97. Vermont, University of
98. Virginia, University of
99. Virginia Union University
100. Washington College
101. Wells College
102. (Western Electric Company)
103. West Virginia University
104. William and Mary, College of
105. Wilson College
106. Wisconsin, University
107. Wooster, College of
108. Wyoming, University of
109. Y. M. C. A. College, Chicago

**COMPLETION TEST**  
(5,828 students in 25 Colleges)

Score	Frequency	Percentile Rank	Score	Frequency	Percentile Rank
0	7	.00	21	225	.79
1	9	.00	22	207	.82
2	29	.01	23	184	.86
3	37	.01	24	152	.89
4	64	.02	25	121	.91
5	96	.03	26	127	.93
6	126	.05	27	80	.95
7	165	.08	28	74	.96
8	211	.11	29	49	.97
9	235	.15	30	43	.98
10	269	.19	31	34	.99
11	326	.24	32	25	.99
12	338	.30	33	16	.99
13	362	.36	34	12	.997
14	341	.42	35	6	.998
15	369	.48	36	3	.9993
16	331	.54	37	2	.9997
17	317	.60	38	0	
18	294	.65	39	0	
19	281	.70	40	0	
20	261	.74			

**ARITHMETIC TEST**  
(6,023 students in 25 colleges)

**ARTIFICIAL LANGUAGE TEST**  
(5,896 students in 25 colleges)

Score	Frequency	Percentile Rank	Score	Frequency	Percentile Rank
0	120	.01	0	91	.01
1	288	.04	5	192	.03
2	515	.11	10	416	.08
3	640	.21	15	983	.20
4	719	.32	20	991	.37
5	747	.44	25	899	.53
6	676	.56	30	770	.67
7	579	.66	35	586	.79
8	472	.75	40	464	.88
9	407	.82	45	178	.93
10	290	.88	50	117	.95
11	211	.92	55	69	.97
12	125	.95	60	47	.98
13	93	.97	65	50	.99
14	71	.98	70	43	.996
15	27	.99	75		
16	33	.995			
17	5	.998			
18	2	.9991			
19	2	.9994			
20	1	.9997			

PROVERBS TEST  
(5,816 students in 25 colleges)

READING TEST  
(5,821 students in 25 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	61	.01	0	6	.00
1	187	.03	1	0	.....
2	301	.07	2	1	.00
3	452	.13	3	3	.00
4	545	.22	4	0	.....
5	552	.31	5	4	.00
6	616	.41	6	3	.00
7	602	.52	7	9	.00
8	499	.61	8	16	.01
9	487	.68	9	20	.01
10	400	.77	10	31	.01
11	340	.84	11	68	.02
12	277	.89	12	69	.03
13	207	.93	13	98	.05
14	164	.96	14	140	.07
15	126	.99	15	203	.10
			16	231	.14
			17	307	.18
			18	312	.23
			19	374	.29
			20	393	.36
			21	431	.43
			22	422	.50
			23	504	.58
			24	430	.66
			25	386	.73
			26	359	.80
			27	344	.86
			28	304	.91
			29	227	.96
			30	126	.99

OPPOSITES TEST  
(5,877 students in 25 colleges)

GRAMMAR TEST  
(5,818 students in 25 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	101	.01	0	4	.00
1	148	.03	5	2	.00
2	374	.07	10	0	.....
3	461	.15	15	4	.00
4	524	.23	20	20	.00
5	570	.32	25	23	.01
6	529	.42	30	56	.01
7	523	.51	35	121	.03
8	506	.59	40	157	.05
9	413	.67	45	307	.09
10	396	.74	50	561	.17
11	318	.80	55	794	.28
12	255	.85	60	931	.43
13	204	.89	65	968	.60
14	146	.92	70	901	.76
15	122	.94	75	606	.89
16	85	.96	80	266	.96
17	65	.97	85	91	.99
18	41	.98	90	4	.998
19	29	.99	95	2	.9993
20	19	.99	100	0	
21	17	.99			
22	14	.996			
23	8	.997			
24	3	.998			
25	3	.9991			
26	3	.9996			
27	0				

ESTIMATING TEST  
(4,832 students in 25 colleges)

REASONING TEST  
(5,324 students in 25 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	.....	.....	0	21	.00
5	.....	.....	1	31	.01
10	3	.9995	2	94	.02
15	1	.9991	3	149	.04
20	15	.997	4	264	.08
25	48	.99	5	353	.14
30	110	.97	6	419	.21
35	152	.95	7	453	.29
40	272	.90	8	518	.38
45	375	.84	9	528	.48
50	452	.75	10	508	.58
55	501	.65	11	468	.67
60	479	.55	12	394	.75
65	489	.45	13	353	.82
70	410	.36	14	260	.88
75	390	.28	15	227	.93
80	312	.20	16	140	.96
85	215	.15	17	74	.98
90	178	.11	18	41	.99
95	126	.08	19	17	.995
100	102	.05	20	12	.998
105	67	.04			
110	43	.02			
115	29	.02			
120	23	.01			
125	13	.01			
130	14	.00			
135	5	.00			
140	3	.00			
145	4	.00			
150	1	.00			

# NORMS OF PERFORMANCE IN 25 COLLEGES

Name of College	No. of Students Taking Tests	Average Scores in Nine Tests								
		Completion	Arithmetic	Artificial Language	Proverbs	Reading	Opposites	Grammar	Estimating	Reasoning
1. Amherst College.....	200	T.O.	8.1	37.55	T.O.	T.O.	11.21	T.O.	T.O.	T.O.
2. Atlanta University.....	54	10.80	2.15	23.24	4.80	17.30	3.69	34.35	101.28	6.59
3. Bucknell University.....	344	14.91	3.75	26.56	6.79	20.6	6.96	63.26	67.3	9.02
4. Carthage College.....	99	14.13	5.14	28.0	6.28	20.39	6.0	62.85	65.48	8.62
5. Case School of Applied Science	183	17.62	9.02	23.65	7.9	22.8	8.14	60.15	57.8	10.87
6. Chicago, University of.....	518	17.64	5.97	30.06	8.08	23.08	8.66	66.75	61.83	9.95
Chicago, Univ. of Com. & Adm.	109	16.74	6.59	28.56	7.24	20.76	7.56	64.93	56.49	9.65
7. Colorado, University of.....	470	17.16	5.9	27.26	7.82	22.13	7.91	66.15	66.75	9.75
8. Creighton University.....	153	14.34	3.84	24.19	6.22	20.32	6.88	57.99	58.22	8.46
9. Dartmouth College.....	675	18.20	6.87	27.92	8.1	22.72	8.89	64.83	60.96	10.44
10. Dickinson College.....	154	16.53	6.11	29.81	7.03	21.34	8.12	64.64	62.24	9.03
11. Drury College—Men.....	74	15.89	6.15	21.62	7.05	20.96	6.28	60.95	55.95	8.7
Drury College—Women.....	81	15.48	4.47	27.99	6.98	21.23	6.67	68.18	71.7	9.15
12. Gettysburg College.....	167	14.90	6.17	24.90	5.25	19.6	5.81	60.79	66.82	8.43
13. Hiram College.....	132	17.17	5.05	T.O.	7.38	22.06	T.O.	62.84	71.08	9.57
14. Iowa State Teachers College..	780	13.79	3.46	26.18	5.69	21.4	5.56	61.13	72.65	8.61
15. Kans. St. Teach. Coll.—Men..	116	12.91	6.11	18.37	5.65	20.04	5.74	56.29	T.O.	8.63
Kans. St. Teach. Coll.—Women..	237	13.83	5.17	25.26	6.41	20.86	6.36	60.81	T.O.	8.34
16. Mt. St. Vincent College of... Ohio Wesleyan Univ.—Men.....	70 290	18.82 14.85	4.41 6.53	41.07 22.98	8.41 6.89	24.36 20.15	9.14 6.79	74.29 57.52	78.31 59.84	8.47 9.07
Ohio Wesleyan Univ.—Women..	312	13.75	4.68	29.66	7.24	20.74	7.15	65.43	77.5	8.63
18. Ripon College.....	118	13.71	3.34	25.13	5.94	20.35	5.56	58.95	63.92	8.91
19. Seton Hill College.....	68	14.35	3.5	33.63	6.65	19.79	7.04	66.62	85.16	6.87
20. Sophie Newcomb Mem. Coll., Syracuse University.....	209 82	15.75 19.98	3.21 8.41	30.3 29.76	7.95 8.56	21.14 22.5	8.23 8.32	59.38 54.33	83.08 59.91	7.85 11.7
22. St. Xavier College.....	40	14.25	3.58	25.13	6.43	20.43	6.55	61.63	86.76	6.38
23. Wells College.....	86	18.57	5.66	45.93	9.11	24.83	11.84	75.93	71.1	11.28
24. Wilson College.....	142	17.61	5.53	45.99	8.37	22.71	9.83	72.32	73.8	10.44
25. Y. M. C. A. College (Chicago)	67	14.18	5.04	19.32	6.54	20.47	6.39	55.38	55.44	8.89
Average for all colleges.....	.....	15.81	5.88	28.12	7.1	21.56	7.5	63.63	66.96	9.29
T. O. = Test omitted.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....



Name \_\_\_\_\_


← Linguistic Tests →
← Quantitative Tests →

← Reading →
← Vocabulary →
← Grammar →

Score										
Percentile										None

**HOW TO USE THE PROFILE CHART**

One profile chart should be prepared for each student and filed with the other personnel record. Calculate the percentile

L. L. THURSTONE.

## Foreign Study for Undergraduates

EVER SINCE the eighteenth century graduate and professional students of the United States have had recourse in great numbers to European institutions of higher learning. Records of the medical school of the University of Edinburgh afford interesting data regarding the extent to which prospective doctors from the North American Colonies resorted to that great medical center. In the nineteenth century Americans attended clinics and lectures in Vienna. American law students, since Colonial days, have been trained in the Inns of Court to an extent which can be appreciated only by perusal of "American Members of the Inns of Court" by E. Alfred Jones, London, 1925. Graduate students of art, literature and science, especially in the eighties and nineties, pursued work in the universities of Germany. Even today, when the universities of the United States have developed graduate and professional schools of the highest rank, large provision is made for the international training of advanced students. Colleges and universities and other foundations of the country have provided a large number of fellowships for use in foreign travel and study. The John Simon Guggenheim Memorial Foundation is the latest manifestation of this interest in training of advanced scientists and teachers.

The great majority of American college men and women, however, do not enter the graduate and professional schools of our universities. And even those who enter schools of law, medicine and engineering, do not usually consider work abroad. Such students are commonly unwilling to spend a year in a foreign country between the time of graduation from college and the beginning of professional training, partly because of the organization of American secondary, college, and university training, which brings it about that American youths are well advanced in years when they com-

plete their formal training, and must confront the trying years of apprenticeship in their professions; partly because of the fact that in many American universities it is possible to begin the work in law, medicine or other professional curricula in the fourth or even the third college year, and interruption of the professional training is by most students not deemed possible, especially in those professional schools where numbers are closely limited and where there is very heavy competition for places. When can these professional students have the advantage of foreign experience?

The same question arises in connection with the much larger group which enters business immediately on graduation from college. For this group foreign experience is particularly significant in developing international understanding because among these young people are many of the financial and industrial leaders of the future. These students cannot well go in the senior year because almost all American colleges require residence in the last year of work for the degree. The Freshman year, which is so largely a continuation of secondary work and so important as a period of orientation in the new environment of college, is obviously not the best time. The second year is better than the first; but students in the second year of college have as yet not attained maturity in education or experience. Studies of the relations of students to college curricula show that the real change from college to university work comes at the end of the second year, or in some cases, after the middle of the second year. The third year of college, therefore, seems to be the one best suited for those who do not intend to go on in graduate or professional schools, and for those who begin professional work in the fourth college year.

The only objection to sending Juniors abroad is a social one: it has been urged that leading undergraduates, interested in the social relations of their Senior year, and in the collegiate political positions of that year, for which they can prepare in their Junior year, would be unwilling to sacrifice their Junior experiences. The only answer possible is that these youths are thinking only of the immediate future, and

not of the effect of a period of foreign study on their careers. In any case, it cannot be objected that the plan of sending third-year college students abroad for a year of study will not work, for already such a plan has been in successful operation, not only among individuals but among college groups.

One of the most recent and most successful developments has been that of the University of Delaware. This provides for supervised undergraduate foreign study as a recognized part of the college course. At present the Division of Foreign Study at the University of Delaware offers to the student interested in foreign affairs and foreign languages, especially French, full credit at the University of Delaware for all work successfully completed abroad. The year in France begins July 1. The first four months are devoted to language study at the University of Nancy, in preparation for the regular college work during the winter term. The month of October is spent in courses at the Alliance Française in Paris. This preliminary work in the French language has been an extremely important cause of success. The eight-month winter term from November 1 to June 30 is spent in Paris at the University of Paris and the Ecole Libre de Sciences Politiques. Of course the work in history, literature, geography, economics, philosophy, etc., is conducted by these institutions entirely in French. In addition to the university work students have private lessons in composition and diction throughout the year. The Delaware group does not live together in Paris. Each student lives in a French family, where he is not only compelled to speak French, but is enabled to see the best of French life. The group as such has enjoyed excursions to interesting points in France and has attended opera and theatre. This plan, organized by Professor Raymond W. Kirkbride, who, as Director of the Division of Foreign Study, has supervised the work of his students in France, was inaugurated by the University of Delaware in 1923, when eight young men were enrolled for the foreign study year in France. The results of the first year were highly satisfactory. Real university work, worthy of full

credit at the home institution, was assured, not only through attendance upon the university courses in France but by supervision of a member of the University of Delaware faculty, the aforementioned Director of Foreign Study.

Meanwhile there has been formed the Committee on Foreign Travel and Study which held its first meeting January 17, 1924—a group of business men and educators who appreciate the importance of a trained body of young Americans to meet the expanding international responsibilities of the United States in economic, cultural and political fields. The present chairman of the Committee is Senator Coleman Dupont; the Secretary is Dean F. B. Robinson of the College of the City of New York; the Treasurer is Mr. Felix Warburg; members are Marcus M. Marks, Frank Vanderlip, S. P. Capen, S. P. Duggan, Walter Hüllihen, C. R. Mann. This Committee, recognizing both the desirability of encouraging the migration of undergraduates and the difficulties in the way of exchanging credits, gave the American Council on Education \$6,250 with which to make a preliminary study of the problems. On behalf of the Council President Frank Aydelotte of Swarthmore College visited the universities of Great Britain and discussed with their administrative authorities a plan to send third-year students abroad for a year. Mr. Marcus M. Marks presented the idea to the Association of Urban Universities and the Association of American Colleges and in Europe discussed it with statesmen and educators. The reports of President Aydelotte and Mr. Marks and the replies of American colleges to the query concerning their willingness to give credit for work done abroad with the approval of the American Council on Education encouraged the Committee and the Council to further study. To aid in a controlled educational experiment the Committee has received the sum of eight thousand dollars for eight scholarships for undergraduates who in 1925-6 will pursue courses abroad under the direction of the Council. One scholarship is for a student in the College of the City of New York and one is for a student in New York University; the others are open to students in colleges on the

accredited list of the Council. Additional grants of scholarships can be well used, for through a careful relating of candidates and institutions mutual adjustment of university systems will be facilitated.

In 1925 Smith College has arranged to send a group of women who have completed two college years to pursue the third year of college work in France under the supervision of a member of the Smith College faculty. To be eligible students must have completed all required courses and have been in residence during the sophomore year. These students must have French as their major and will pursue at the Sorbonne and other approved institutions courses from a list accepted by the department of French and the Dean's Committee. Examinations will be given each semester by the professors of the French institutions or by the members of the Smith faculty in charge or by both and in case of disagreement Smith College will have final authority.

The College of William and Mary has had experience with a similar plan. In 1925 students of that institution will attend the University of Toulouse and the National University of Mexico, under the supervision of members of the faculty. The University of South Carolina has arranged for a group to study at the University of Poitiers. Other groups have pursued summer courses at the National University of Mexico. A very large number of individuals have independently studied in the universities of Great Britain, Germany and France. These individuals have usually not been under supervision, and have endeavored, frequently with difficulty, to secure advanced standing for work in European universities on the merits of their own cases.

American students seem to feel the desirability of foreign study at some time during their college careers, and are restrained from undertaking such study chiefly by the fear of expense and the absence of credit toward a degree. The expense of each University of Delaware student for twelve months in France is estimated at \$1,000.00. The anticipated expense for a student of Smith College is the same as a year at Smith except that travel is not included. More serious

is the fear of securing no credit in semester hours, majors or other American units. This is a difficulty because foreign universities do not organize the course as a unit, offering examinations in the same and recording accumulation, toward the degree requirements. Examinations are not given at the end of a course or even at the end of each year. The measure of achievement usually comes at the end of the whole period of preparation for the degree, although in some systems there are examinations also midway through the course. A student in the American Junior year, therefore, would not regularly be subjected to formal testing in any European institution.

Testing for purposes of American degree requirements can be arranged. In the first place American students in so called Honors Courses or similar free curricula such as have been allowed in about one hundred colleges might as well work in Europe as at home, for the measure of their success comes in a general examination for the degree. In the second place, some universities abroad are willing to conduct courses, set examinations and issue certificates very much after the present American plan of accrediting courses and semester hours. Trinity College, Dublin, for example, offers such a plan for work in the summer of 1926. In the third place a student's achievement in a foreign university can be measured jointly by the foreign university and an agent of American colleges and universities, or by the latter in conference with the former. Some members of faculties of foreign universities have taught during the summer or winter sessions in American universities. Such persons are able to uphold the standards of both their own and American institutions and to conceive academic attainment in terms comprehensible by American collegiate administrators. A representative of the American Council on Education, which itself is the creation of American colleges and universities, with knowledge of the importance of maintaining high American standards at the same time as high European standards, can certify in terms which will be convenient for American registrars and recorders. Already some universities and

colleges, fortunate in having on their own faculties those competent to evaluate work in foreign institutions, have discovered that they can surmount the difficulty. Already the University of Delaware, Smith College and William and Mary College, through their own agents abroad, have proved that credit can be satisfactorily adjusted. Already a large number of American colleges and universities have declared their readiness to accept statements of work done abroad if approved by the American Council on Education. The mutual recognition of degrees and of work for the degrees involves many intricate problems. These are being studied, and in the light of recent experiences offer no insurmountable obstacles to interchange of credit for collegiate and university work.

In the meantime American colleges are invited to cooperate with those institutions which have already undertaken to encourage foreign study for undergraduates by referring applications to President Walter Hüllihen, University of Delaware, President W. A. Neilson, Smith College, and President J. A. C. Chandler, College of William and Mary, or to the American Council on Education, which, in cooperation with the officers of the Institute of International Education in New York and of the American University Union in France and England and with other agencies, will be glad to further the international exchange of students.

DAVID A. ROBERTSON.



# International Educational Relations of the United States

THE AMERICAN Council on Education presents herewith a list of organizations interested in international educational relations. The many groups and individuals in the United States who, frequently unknown to each other, have been laboring in this field are invited to peruse this report and to make suggestions leading to its increased usefulness for all concerned. The names of those interested having been secured, it is now proposed to encourage among these bodies mutual acquaintance, confidence and cooperation and especially for this purpose to hold a conference in Washington in the autumn of 1925.

To those institutions named in the January number of THE EDUCATIONAL RECORD was sent a request for the following information: (1) Official Title. (2) Address of Central Office. (3) Date of Foundation. (4) Purpose. (5) Membership (individuals, institutions, etc.). (6) Governing Body. (7) Officers. (8) Committee on International Relations. (9) Finance: (a) Sources of Income; (b) Classes of Membership and Respective Fees; (c) Total Annual Expenditure. (10) Activities: (a) Conferences (date, subject, personnel, available reports, etc.); (b) Report (date, subject, author, availability, price, etc.); see also (c). (c) Publications (title, author, editor, volumes or numbers already issued, back numbers available, price, etc.); (d) Scholarships and Fellowships (name, stipend, requirements, date and place of application); (e) Exchange Professorships (countries or institutions involved, dates of exchanges, names of professors, places of their service); (f) Awards and Grants (names of awards and grants in field of international educational relations, special character or purpose, amount of grant, etc.); (g) Other forms of activity. (11) Name of person who makes this report. Obviously, then, the in-

formation has been sought from the organizations themselves; the returns have been from representatives whose names are on file. In case no return has been received—there are only a few such cases—information has been drawn from the published reports of organizations.

Three groups of organizations are not fully represented in this list. American colleges and universities have established so many scholarships and fellowships specifically or optionally for foreign study that a separate list for the use of students has already been necessary. Such a list is to be found in Bulletin No. 4 (Fourth Series) of the Institute of International Education, May, 1923. The director of the John Simon Guggenheim Memorial Foundation, Mr. Henry S. Moe, has also accumulated information regarding such scholarships in numerous universities and colleges. The Institute of International Education is preparing a new edition of its 1923 list which will be available very soon. Another large list incompletely represented herein is that of colleges and other institutions of higher learning, American or union including American, in other countries under the direction of church or other boards. Scientific societies have many international contacts; but these societies are not listed here. Furthermore, there is no effort to duplicate in this list the facts given in the "Handbook of International Organizations (Associations, Bureaux, Committees, etc.)" published in Geneva in 1923 by the League of Nations. Certain organizations named in that publication are included in the present list, however, for the convenience of those who may have relations with those organizations. The list is intended to facilitate the work of Americans in the field of international educational relations.

Believing that knowledge of each other's problems will greatly help to achieve the high ends for which all are striving, the American Council on Education will invite the organizations here listed, and such others as may be added hereafter, to a conference in the City of Washington in the autumn of the present year. It is conceivable, for instance, that several organizations are solving problems the solu-

tion of which will greatly help all. The selection of candidates for scholarships and fellowships, an administrative responsibility which confronts several associations, might well be considered in the light of the latest experiments in personnel administration in the universities and industries. The measure of student progress toward degrees is a matter of interest when a student changes from one national system to another, whether he moves from one country to another or meets the problem, as he may in China, in a union college. Many administrative topics will occur to each person experienced in the field. What are those which ought to be considered in the autumn conference? If persons interested will submit their suggestions to the undersigned, he will be glad to compile these and prepare a program for a discussion of common problems. In expressing gratitude to the institutions which have cooperated so fully and promptly in the compilation of this list the American Council on Education does so with a lively hope of enthusiastic and happy work together in developing that friendship among nations which can be so well founded on education.

DAVID A. ROBERTSON.

**ALUMNI ASSOCIATION OF AMERICAN RHODES SCHOLARS.**—ADDRESS OF CENTRAL OFFICE: President Frank Aydelotte, Swarthmore College, Swarthmore, Pennsylvania. OFFICERS: President, Leonard W. Cronkhite; Secretary, Frank Aydelotte. ACTIVITIES: Reunions; aid in administration of Rhodes scholarships; publication of "The American Oxonian," a quarterly edited by Tucker Brooke, 1913, to date.

**AMERICAN ACADEMY IN ROME.**—ADDRESS OF CENTRAL OFFICE: 1741 New York Avenue, Washington, D. C. DATE OF FOUNDATION: 1905. PURPOSE: To promote the study and practice of the fine arts and to aid and stimulate the education and training of architects, painters, sculptors, and other artists, by enabling such citizens of the United States as shall be selected by competition from among those who have passed with honor through leading technical schools or have been equally well qualified by private instruction or study to develop their powers and complete their training under the most favorable conditions of direction and surroundings; also to promote the study and investigation of the archaeology, literature, and history of

the classical and later periods. GOVERNING BODY: Board of Trustees. Council. OFFICERS: President, William Rutherford Mead; Secretary, C. Grant La Farge; Director of the Academy, Gorham Philips Stevens. FINANCE: (a) *Sources of Income*: Donations and bequests. (b) *Expenditures* 1922-23: \$97,043.34. ASSETS: \$1,973,355.76. ACTIVITIES: In the Villa Aurelia on the Janiculum in Rome, the American academy affords quarters for Fellows in Architecture, Sculpture, Painting, Landscape Architecture and Music to live and study and work under direction of resident and annual professors. There is also a summer school for advanced students in the School of Classical Studies. There are exhibitions, lectures, concerts. Four volumes of "Memoirs" have been published.

AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS.— ADDRESS OF CENTRAL OFFICE: 222 Charles River Road, Cambridge, Massachusetts. DATE OF FOUNDATION: January 1, 1915. PURPOSE: "To facilitate a more effective cooperation among teachers and investigators in universities and colleges and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards and ideals of the profession." MEMBERSHIP: January, 1925, 5,520 members; institutions, 226. GOVERNING BODY: Officers and Council. OFFICERS: A. O. Leuschner, University of California, President; M. S. Slaughter, University of Wisconsin, Vice-President; H. W. Tyler, Massachusetts Institute of Technology, Secretary; W. T. Semple, University of Cincinnati, Treasurer. COMMITTEE ON INTERNATIONAL RELATIONS: E. R. A. Seligman, Columbia, Chairman; Committee on Cooperation with Latin-American Universities to Promote Exchange Professorships and Fellowships: L. S. Rowe, Pan-American Union, Chairman. FINANCE: (a) *Source of Income*: Dues; (b) *Total Annual Expenditure*: Approximately \$15,000. ACTIVITIES: (a) *Conferences*: Annual meeting, December; (b) *Publications*: Bulletin of the American Association of University Professors, July, 1915—.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN.— ADDRESS OF CENTRAL OFFICE: 1634 I Street N.W., Washington, D. C. DATE OF FOUNDATION: 1882. PURPOSE: "Uniting the alumnae of different institutions for practical educational work, for the collection and publication of statistical and other information concerning education, and in general for the maintenance of high standards of education." MEMBERSHIP: Twenty-two thousand individuals; ninety corporate members (institutions); thirty-two affiliated alumnae associations. GOVERNING BODY: Board of Directors (Six general officers and ten sectional directors). OFFICERS: President, Vice-President, Recording Secretary, Educational Secretary, Treasurer, Executive Secretary, Mina Kerr. COMMITTEE ON INTERNATIONAL RELATIONS: Chairman, Miss Ellen F. Pendleton, Wellesley, Mass.; Secretary, Miss Florence A.

Angell, 522 Fifth Avenue, New York City. **FINANCE:** (a) *Sources of Income:* Membership dues; gifts from members and others interested in the work of the Association; grants from foundations; (b) *Classes of Membership and Respective Fees:* Individual membership, \$2.00; corporate membership, \$25.00; affiliated alumnae associations, \$5.00 to \$40.00, according to numbers; (c) *Total Annual Expenditure:* \$117,000 for all work, exclusive of fellowship awards from trust funds. **ACTIVITIES:** (a) *Conferences:* Annual convention, April 8-11, 1925, Indianapolis, Indiana; delegates from three hundred and five branches scattered throughout the country; representatives from universities and colleges that are corporate members; delegates from affiliated alumnae associations; members of standing and special committees, and Board of Directors; (b) *Report:* The May number of the Journal of the Association is a convention proceedings number. Quarterly magazine, thirty-two pages: Journal of the American Association of University Women, \$1.00 a year. Some back numbers available; (c) *Publications:* Studies on subjects of special interest to university women. Publications: "Graduate Fellowships Open to Women," "The Expenses of Women College Students," "Self-Help," etc.; (d) *Scholarships and Fellowships:* Between \$50,000 and \$60,000 a year raised and awarded in undergraduate scholarships by branches of the Association. Fellowships awarded by the National Committee on Fellowships of the Association. Three of these fellowships are international, the Rose Sidgwick Memorial Fellowship, the Latin-American Fellowship, and the Scandinavian Fellowship; (e) *Exchange Professorships:* No regular exchange professorships. Association has sometimes in past years taken the initiative in bringing certain women professors to lecture in this country, such as Dr. Caroline Spurgeon, Dr. Winifred Cullis, Mrs. Lester McLean, Miss Rose Sidgwick, etc.; (f) *Awards and Grants in Field of International Educational Relations:* Five thousand dollars annually for the next five years from the Carnegie Corporation for the work of the Committee on International Relations; (g) *Other Forms of Activity:* (1) Standardization—placing colleges and universities on approved list when they have met Association requirements, not only in academic matters, but also in conditions for women faculty and women students. (2) Study groups and round tables in branches, chiefly in international relations (about eighty-five this year); pre-school education (about eighty this year); and elementary education (about thirty-five this year). (3) Cooperation with other educational organizations, such as the International Federation of University Women, Association to Aid Scientific Research by Women, Bureau of Vocational Information, Cooperative Bureau for Women Teachers, etc. (4) Cooperation with other women's organizations as in recent Conference on the Cause and Cure of War. (5) Clubhouses in large cities for women students, university women traveling, and general purposes for university women. (6) Educational information and service of many kinds to

university women. (7) Legislative work, with representation on the Women's Joint Congressional Committee.

**AMERICAN CHILD HEALTH ASSOCIATION.**—ADDRESS OF CENTRAL OFFICE: 370 Seventh Avenue, New York City. DATE OF FOUNDATION: Amalgamation of Child Health Organization and American Child Hygiene Association, January 1, 1923. PURPOSE: The study of child hygiene in all its phases; the dissemination of knowledge concerning child hygiene and the methods of preventing morbidity and mortality among children; the stimulation and encouragement of measures for promoting the health of children. MEMBERSHIP: Individuals, libraries, affiliated societies. GOVERNING BODY: Board of Directors. OFFICERS: Herbert Hoover, President; Dr. Livingston Farrand, 2nd Vice-President; Dr. Thomas D. Wood, 3rd Vice-President; Mrs. Maud Wood Park, 4th Vice-President; Dr. Philip Van Ingen, Secretary; Edward M. Fleisch, Treasurer. FINANCE: (a) *Sources of Income*: Foundations, community funds, individuals. (b) *Classes of membership and respective fees*: Individuals, affiliated societies, libraries, \$5.00; teachers and salaried health workers, \$2.00; contributing, \$25.00; sustaining, \$100.00. (c) *Total annual expenditure*: 1925, \$395,823.62. ACTIVITIES: (a) *Conferences*: Annual meeting, formerly in October, probably in May, 1926. Copies of all reports are printed in Annual Transactions. June 22-26, 1925, Annual Health Education Conference will be held at the University of Chicago. (b) *Report*: Included in Transactions, \$1.00. (c) *Publications*: 284 publications. (d) *Scholarships and Fellowships*: 1925. Fellowship of \$1,000 offered to member of faculty of teacher training institution, which is a member of the American Association of Teachers Colleges. Money donated by Metropolitan Life Insurance Company and plan administered by this Association. Fellowship to be used to attend World Federation of Education Associations in Edinburgh, July 20-28, and to visit educational systems abroad. Recipient to be chosen on basis of training and the writing of a short thesis on the development of Health Education; a written report of the Edinburgh conference will be expected. (e) *Other forms of activity*: Cooperation with Commission for Relief of Belgium in studying child health conditions of that country, formulating plans and suggesting personnel. In 1923 the Association organized the Health Education Section of the International Conference on Health Education called by the National Education Association in San Francisco attended by delegates from nineteen countries and reported in Spanish and English. In 1922 the Association sent to Rio de Janeiro a whole edition of "Cho-Cho and the Health Fairy" printed in Portuguese for distribution at the Children's Congress in that city in that year. In 1924 two members of the staff visited the Panama Canal Zone on request of local authorities, made recommendations for better coordination between departments to insure a more complete program of Health Education for school children, and prepared a course of study

to be used in connection with the established curriculum. Close contact with China has been maintained and report of Joint Committee on Health Problems of the National Education Association and the American Medical Association has been adopted as a text in certain Normal Schools.

**THE AMERICAN COUNCIL ON EDUCATION.**—ADDRESS OF CENTRAL OFFICE: 26 Jackson Place, Washington, D. C. DATE OF FOUNDATION: 1918. PURPOSE: To promote and carry out cooperative action in matters of common interest to the associations represented. It is understood that such matters will lie mainly in the field of university and college work, and in related educational fields. The Council was organized to meet national needs in time of war and will always seek to render patriotic service. It will also encourage international cooperation in educational matters. MEMBERSHIP: *Constituent Members:* Association of American Universities, Association of American Colleges, Association of Urban Universities, Association of Land Grant Colleges, American Association of University Professors, American Association of Teachers' Colleges, American Association of University Women, Catholic Educational Association, Council of Church Boards of Education, Council on Medical Education and Hospitals of the American Medical Association, Institute of International Education, National Association of State Universities, National Education Association, North Central Association of Colleges and Secondary Schools, Society for the Promotion of Engineering Education. *Associate Members:* Alumni Association of American Rhodes Scholars, American Association for the Advancement of Science, American Historical Association, American Association of Collegiate Registrars, American Institute of Architects, American Scandinavian Foundation, Association of Collegiate Schools of Architecture, Character Education Institution, Modern Language Association of America, National Committee of Bureaus of Occupations, National Research Council, Religious Education Association, Society of College Teachers of Education. *Institutional Members:* 189 colleges and universities. GOVERNING BODY: Executive Committee. OFFICERS: Director, C. Riborg Mann; Assistant Director, David Allan Robertson. DIVISION OF INTERNATIONAL RELATIONS: David Allan Robertson. *Committee on American University Union:* Harry Pratt Judson, Chairman; Herman V. Ames, James R. Angell, E. C. Armstrong, Earle B. Babcock, J. W. Cunliffe, S. P. Duggan, Livingston Farrand, E. Farnham Greene, John G. Hibben, David Kinley, A. O. Lovejoy, A. Lawrence Lowell, George E. MacLean, C. R. Mann, Henry Mills, Paul Monroe, G. H. Nettleton, Charles L. Pack, David Allan Robertson, Anson Phelps Stokes, H. B. Thompson, H. W. Tyler, Paul van Dyke, C. B. Vibbert. COMMITTEE ON FRANCO-AMERICAN EXCHANGE: Virginia Newcomb, Chairman; Florence N. Angell, Secretary; Margaret E. Maltby, J. J.

Champanois, I. L. Kandel, S. P. Duggan, David A. Robertson.

**FINANCE:** (a) *Sources of Income:* Fees of members and grants from organizations. For Division of International Relations, including the American University Union, a grant of \$35,000 was made in 1924 by the Laura Spelman Rockefeller Memorial in accordance with an agreement to match the income of the Council annually for five years up to the sum of \$35,000. **ACTIVITIES:** (a) *Conferences:* Annual meeting, first Friday in May. (b) *Annual Report:* Published in Educational Record for July. (c) *Publications:* "Educational Record" edited by C. R. Mann; quarterly; January, 1920 to date. Publications of the Educational Finance Inquiry: Thirteen volumes, Macmillan, 1924-5. (d) *Scholarships and Fellowships:* Franco-American Exchange administered by above-named committee, Florence Angell, Secretary, 522 Fifth Avenue, New York. Foreign scholarships for undergraduates established by Committee on Foreign Travel and Study. (e) *American University Union* with headquarters in London and Paris. (f) *Other Activities* are described in Director's Annual Report.

**AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH UNIVERSITIES, INC.**—**ADDRESS OF CENTRAL OFFICE:** Stephen P. Duggan, 522 Fifth Avenue, New York City. **DATE OF FOUNDATION:** 1921. By amalgamation of the Society for American Fellowships in French Universities and American Field Service Fellowships for French Universities. **PURPOSE:** To endow by subscription or otherwise fellowships for American students for advanced study in French Universities and Institutions of Higher Learning; to create a better realization of the place of France in the leadership of the world in every field of science and learning; to create an occasional temporary fellowship for study in an American University to be awarded to highly recommended French students; to foster international understanding. **GOVERNING BODY:** Executive Committee, Finance Committee, Board of Directors, Board of Trustees. **OFFICERS:** Honorary President, Hon. Emile Daeschner; Honorary Chairman, Hon. Myron T. Herrick; President, Mr. Paul D. Cravath; Vice-Presidents, Hon. A. Piatt Andrew, Mr. Charles A. Coffin, Mr. Andre de Coppet, Dr. Alexander C. Humphreys, Mr. Dwight W. Morrow, Mr. F. F. Peabody, Mr. Henry D. Sleeper, Professor John H. Wigmore; Custodian of the Fund, J. P. Morgan and Co.; Assistant Treasurer, Mr. Charles A. Fulcher; Assistant Treasurer in Paris, Mr. N. Dean Jay. **FINANCE:** (a) *Sources of Income:* Through investment of endowment funds, created for Memorial Fellowships; (b) *Total Annual Expenditure:* Approximately \$14,000. **ACTIVITIES:** (a) *Report:* Annual Report after the last Monday in April; (b) *Publications:* "Science and Learning in France," 1917; "Society for American Fellowships in French Universities" 1919; Annual Report 1919, 1920, 1922, 1923, 1924.

**AMERICAN HISTORICAL ASSOCIATION.**—**ADDRESS OF CEN-**



TRAL OFFICE: 1140 Woodward Building, Washington, D. C. DATE OF FOUNDATION: 1884; incorporated by Act of Congress in 1889. PURPOSE: The promotion of historical studies. MEMBERSHIP: 2,541, individuals; 249 institutions. GOVERNING BODY: Executive Council. FINANCE: (a) *Sources of Income*: Membership dues and interest from invested funds. (b) *Classes of membership and respective fees*: Annual, \$5.00; Life, \$100.00. (c) *Total annual expenditure*: About \$15,000. ACTIVITIES: (a) *Conferences*: Annual Meeting held during last week in December. (b) *Report*: Annual Report of the American Historical Association; for sale to non-members of Association by the Superintendent of Documents, Washington, D. C.; American Historical Review; for sale to non-members by the Macmillan Company, New York. (c) *Publications*: Papers of American Historical Association. In five volumes. No bound copies available; volumes II-V can be made up from reprints of articles; parts 3 and 5 of volume I out of print. ANNUAL REPORTS: 1889 to date. Only a few odd volumes can now be supplied. (d) *Awards and grants in field of international educational relations*: Two biennial prizes, each of \$200. Justin Winsor Prize, offered in the even years, for an essay in the history of the Western Hemisphere. Herbert Baxter Adams Prize, offered in the odd years, for an essay in the history of the Eastern Hemisphere. George Louis Beer Prize of \$250 offered annually for essay on European International History since 1895. (e) *Other forms of activity*: Special Committee on the Anglo-American Conference of Professors of History. Chairman, J. Franklin Jameson; Herbert C. Bell, James T. Shotwell.

AMERICAN-HUNGARIAN FOUNDATION.—ADDRESS OF CENTRAL OFFICE: East Lansing, Michigan, c/o Michigan Agricultural College. DATE OF FOUNDATION: September 19, 1923. PURPOSE: To exchange graduate students and professors between the American and Hungarian institutions of higher learning; to establish a Hungarian-American institution at Budapest. MEMBERSHIP: Individuals interested in the aims of the Foundation and paying regular dues of \$3.00 a year. Individuals contributing to the endowment fund. GOVERNING BODY: Board of Trustees. FINANCE: (a) *Sources of Income*: Contributions by individuals toward endowment; membership dues; (b) *Classes of Membership and Respective Fees*: Regular members, annual fee \$3.00. (c) *Exchange Professorships*: Hungary: University of Budapest 1924-25, Dr. Geza Doby, Michigan Agricultural College; Royal Veterinary College 1924-25, Dr. Alexander Kotlan, Michigan Agricultural College. Two from Hungary for 1925-26 at Michigan Agricultural College not yet chosen. America to Hungary: Dr. H. J. Stafseth of Michigan Agricultural College to Royal Veterinary College, 1925-26.

AMERICAN INSTITUTE OF ARCHITECTS, NEW YORK CHAPTER.—ADDRESS: 19 West 44th Street, New York City. Activi-

**TIES:** Le Brun Traveling Scholarship established in 1910 by Pierre L. Le Brun to afford architects and architectural draughtsmen resident in the United States and between the ages of 23 and 30 an opportunity for travel and study in Europe. The annual award is \$1,400.

**AMERICAN JUNIOR RED CROSS.—ADDRESS OF CENTRAL OFFICE:** Washington, D. C. **DATE OF FOUNDATION:** 1917. **PURPOSE:** When the United States entered the World War and immediate need for production of bandages, surgical dressings, socks, sweaters and similar articles became imperative, educational leaders realized that much of the work of preparation could be done by school children and that participation in such a program would have a definite educational value in geography, civics, history, modern languages and other subjects, as well as the manual exercises themselves. These expectations were fully satisfied. More than twelve million children enrolled in the Junior Red Cross and sent abroad for use of American soldiers and for relief of children in foreign countries money and material amounting to more than \$10,000,000.00. The educational results were likewise marked, especially in a more intelligent and sustained attention to social obligations. With the coming of peace it was decided in view of the demonstrated value of the American Junior Red Cross to continue the organization and to develop a social and educational program adapted to peace conditions. The American Red Cross accepted the educational responsibility, conceiving the training of the younger generation in the ideals of service as a part of its proper function to be performed in cooperation with the schools; especially it considered the establishment of world-wide understanding and friendship among the children as the best possible influence against a repetition of the suffering caused by war. Therefore educators and Red Cross leaders have united in developing the American Junior Red Cross. **MEMBERS:** 5,000,000 children under the leadership of more than 125,000 teachers. **GOVERNING BOARD:** National Officers of the American Red Cross. **OFFICERS:** National Director Junior Red Cross: Arthur William Dunn. **ACTIVITIES:** I. *Domestic:* (a) *Local:* Personal service activities like making scrap books, providing games, etc., service for the school, service for the community, personal health activities like health clubs, first aid courses, etc. (b) *National:* Cooperation in conservation of national resources; fostering of understanding and friendship between Juniors of the white race and their Indian brothers and sisters. II. *Foreign:* In Europe since the war the restoration of educational and play facilities; encouragement or organization of Junior Red Cross in other countries through cooperation with National Red Cross organizations; building a high school in Montenegro; founding a vocational school in Albania; international school correspondence of 2,500 schools in the United States and 15 European countries, South Africa, New Zealand, Australia, Bolivia, Brazil, Chile, Costa Rica, Ecuador, Hon-

duras, Panama. PUBLICATIONS: "The Junior Red Cross News," monthly except in July, August and September; "The Junior Red Cross Calendar."

AMERICAN LIBRARY IN PARIS.—ADDRESS OF CENTRAL OFFICE: 10 rue de l'Élysée, Paris, France. DATE OF FOUNDATION: 1920. PURPOSE: To maintain in Europe libraries for the supply of books in the English language. MEMBERSHIP: Individuals. GOVERNING BODY: Fifteen trustees, five of whom are elected by the American Library Association. COMMITTEE ON INTERNATIONAL RELATIONS: Department of International Affairs; an advisory committee consisting of members of the Board of Trustees and others direct the policies of this department. FINANCE: (a) *Sources of Income*: Subventions from American organizations, gifts from individuals, membership and subscription fees, income from endowment; (b) *Classes of Membership and Respective Fees*: Patrons, 5,000 francs or more; life members, 2,000 francs; annual members, 100 francs; subscribers, 25 francs; (c) *Total Annual Expenditure* 1924: 585,058.50 francs. ACTIVITIES: (a) *Conferences*: Occasionally in field of American literature or French history or historic places. (b) *Report*: Yearbooks have been issued since 1921. (c) *Publications*: "Ex Libris," an illustrated literary review issued monthly except in August and September. Volume I, No. 1, July, 1923, to date. Reference Service on International affairs: Bulletin No. 1, July 1, 1924, to date. (d) *Other Activities*: The maintenance of reading and reference rooms, assistance in research, preparation of memoranda in answer to inquiries received by mail, lending books, distribution of book gifts to other libraries, book publicity service.

THE AMERICAN LIBRARY OF THE UNIVERSITY OF STRASBOURG.—PURPOSE: To cement further the bond of interest and sympathy between France and the United States of America by giving students and scholars of Alsace-Lorraine fuller knowledge of the life, science, literature and spirit of the American people. GOVERNING BODY: Executive Committee: Adelaide Spenser Brown, Elizabeth Hamlin Clark, Josephine Dyrenforth, Fanny Hodges Newman, Franck L. Schoell, Estell Staples Starkweather. Advisory Council: Henry B. Fuller, Hamlin Garland, Charles D. Hazen, Harriet Monroe, Lorado Taft, Raymond Weeks, Arthur Dean Bevan, Vernon Lyman Kellogg, Charles D. Lockwood, Charles H. Mayo, Albert A. Michelson, Frederick B. Moorehead. OFFICERS: President, Vesta Westover Channon; Treasurer, William Burry; Secretary, Jessie Crawford Barnes. FINANCE: Sources of Income: Funds contributed by individuals. ACTIVITIES: A special room, in the library of the Faculty of Letters of the University of Strasbourg, is assigned to a collection of books exclusively by American authors. These books are under the administration of Dean Christian Pfister. Books contributed are sent to 1434 Astor Street, Chicago; funds are sent to the treasurer, William Burry, 108 South La Salle Street, Chicago.

**AMERICAN RED CROSS NURSING SERVICE.**—**ADDRESS OF CENTRAL OFFICE:** National Headquarters, American Red Cross, Washington, D. C. **DATE OF FOUNDATION:** The development of the Red Cross Nursing Service dates from the period of the reorganization of the American Red Cross in 1906. In its present form, however, it came into existence in about 1909. **PURPOSE:** To maintain an enrollment as the reserve of the Army and Navy Nurse Corps, and also to furnish nurses for such Red Cross activities as may be indicated, such as Disaster Relief, Public Health Nursing, and as Instructors in Home Hygiene and Care of the Sick. **MEMBERSHIP:** Forty-one thousand graduate nurses, who meet definite requirements, as established under the auspices of the National Committee on Red Cross Nursing Service. **GOVERNING BODY:** The Nursing Service is developed under the auspices of a series of Committees, made up of graduate nurses, independent of Chapters. These comprise Local and State Committees, heading up in a National Committee, which is advisory to the Central Committee of the American Red Cross. **SOURCES OF INCOME:** The American Red Cross. **ACTIVITIES:** (a) *Conferences:* The activities of the Nursing Service are under the immediate direction of the Director of the Nursing Service at National Headquarters, who is responsible to the Vice-Chairman of Domestic and Foreign Operations, as the case might be. The Nursing Service participates in all Red Cross Conferences, as one of the integral elements of the Red Cross organization; (b) *Report:* The Report forms part of the general report of the American Red Cross; (c) *Publications:* The most important publication is "the History of the American Red Cross Nursing Service," published in 1922. Numerous pamphlets. The Director of the Nursing Service edits a Department in "The American Journal of Nursing," and the Director of Public Health Nursing Service edits a similar Department in "The Public Health Nurse," "The American Red Cross Courier" is the organ for the Nursing Service, as well as for other departments of the American Red Cross; (d) *Scholarships and Fellowships:* A large number of scholarships and loan funds have been developed under the auspices of the American Red Cross, for the preparation of Public Health Nurses, Instructors in Schools of Nursing and Instructors in the Course in Home Hygiene and Care of the Sick. The list of these is too great to include in this report; (e) *Exchange Professorships:* The American Red Cross has brought graduate nurses to this country from France, Bulgaria and Czechoslovakia, for courses of instruction; (f) *Awards and Grants in Field of International Educational Relations:* The American Red Cross has also given scholarships to enable students from France and Italy, as well as America, to attend the International Course in Public Health Nursing, in London; (g) *Other Forms of Activity:* The Nursing Service of the Red Cross has cooperated with other countries in securing Directors of Schools of Nursing, and advising upon all forms of nursing activity.

AMERICAN-SCANDINAVIAN FOUNDATION.—ADDRESS OF CENTRAL OFFICE: 25 West 45th Street, New York City. DATE OF FOUNDATION: 1911. PURPOSE: To establish better intellectual relations between the American and Scandinavian peoples, by means of an exchange of students and lecturers, publications, and a bureau of information. MEMBERSHIP: *Associates*: Chapters in seven American cities; an American society in each of the Scandinavian capitals; Sverige-Amerika Stiftelsen, Stockholm; Danmarks-Amerikanske Selskab, Copenhagen; Norge-Amerika Fondet, Oslo. GOVERNING BODY: A board of seventeen trustees. OFFICERS: Hamilton Holt, President; J. G. Bergquist, John A. Gade, and C. S. Peterson, Vice-Presidents; H. Esk Møller, Treasurer; James Creese, Secretary; Hanna Astrup Larsen, Literary Secretary. COMMITTEE ON INTERNATIONAL RELATIONS: John A. Gade, Chairman; C. S. Haight, William Hovgaard, Frederick Lynch, Charles J. Rhoads, J. A. O. Preus. FINANCE: (a) *Sources of Income*: Endowment and contributions for special fellowships, etc. Sale of publications; (b) *Classes of Membership and Respective Fees*: Regular Associate, \$3.00 annually; Sustaining Associate, \$10.00 annually; Life Associate, \$100.00; (c) *Total Annual Expenditure*: Approximately \$100,000.00. ACTIVITIES: (a) *Conferences*: Meeting of Trustees, first Saturdays of February, May, and November. Meeting of Fellowship Jury to award stipends, first Saturday of April. Periodic meetings of Chapters and foreign societies for social functions, lectures, art exhibits, concerts, etc.; (b) *Report*: Official Organ—*The American Scandinavian Review*—an illustrated monthly magazine distributed to Associates of the Foundation, \$3.00; Annual Report of President, Secretary, and Executive Committee, published after February meeting of Trustees, free on request; (c) *Publications*: "The American-Scandinavian Review," Hanna Astrup Larsen, Editor. 1912—Bound volumes available, \$3.00 a year; "Scandinavian Classics," translations of literary masterpieces of Denmark, Norway, and Sweden. Two volumes annually. Twenty-four volumes to 1924. \$2.00 the volume. Publications Committee, Professor William W. Lawrence, Chairman; "Scandinavian Monographs," history, literature, art, etc. Five volumes to 1924. "What You See in Denmark," "What You See in Norway," "What You See in Sweden," \$1.00 each; (d) *Scholarships and Fellowships*: 1919–1924, forty Exchange Fellowships annually between American and Scandinavian Universities; ten each way with Sweden, five each way with Denmark, \$1,000. Apply to James Creese, Secretary, 25 West 45th Street, New York City, before March 15. These fellowships are for study and research in science and humanities. There are also Industrial Fellowships for Scandinavian students; (e) *Exchange Professorships*: No formal program. Lecture programs arranged for two or three Scandinavian scholars visiting the United States each year. Recent lecturers: Dr. Fridtjof Nansen, Archbishop Nathan Söderblom, Professor Jens Warming. American lecturer

to Scandinavian countries, 1923, Dr. John H. Finley; (f) *Awards and Grants in Field of International Educational Relations*: No grants directly for this purpose. (g) *Other Forms of Activity*: Information service, publication of reading lists, lecture lists, circuits of stereopticon slides with lectures, etc. Introductions, etc., for visiting scholars and students.

AMERICAN SCHOOL OF PREHISTORIC RESEARCH IN EUROPE.—ADDRESS OF CENTRAL OFFICE: Peabody Museum, Yale University, New Haven, Connecticut. DATE OF FOUNDATION: 1921. PURPOSE: To train students in the field of Old-World prehistoric research, to assist them and other investigators in the prosecution of their work, to publish results of the same, and to enrich museums, both in America and in the lands where researches are conducted, with the material results of explorations in this field. MEMBERSHIP: Individuals and institutions. GOVERNING BODY: Board of eleven trustees and an executive committee. OFFICERS: President, Secretary-Treasurer, Director, George Grant MacCurdy. FINANCE: *Sources of Income*: Voluntary subscriptions or gifts, and contributions from institutions in exchange for specimens. ACTIVITIES: (a) *Conferences*: Excavations at a leased site and elsewhere, and publications of reports; (b) *Other Forms of Activity*: Summer term of study in Europe, June 25 to September 25, 1925. Winter term of study in Europe arranged with Director.

AMERICAN UNIVERSITY UNION.—ADDRESS OF CENTRAL OFFICE: Secretary of American University Union Committee: J. W. Cunliffe, Columbia University, New York City; British Division, 50 Russell Square, London, W. C. 1, England; Continental Division, 173 Boulevard Saint-Germain, Paris, France. DATE OF FOUNDATION: 1917. PURPOSE: To serve as a bond between the Universities of the United States and those of European nations; particularly to encourage the attendance and advance the welfare of American students at the Universities of France, Great Britain, Italy and other countries and to facilitate the attendance of European students at American institutions of higher learning in such ways as the trustees may see fit. GOVERNING BODY: The Committee on the American University Union, a committee of the American Council on Education: Harry Pratt Judson, Chairman; Herman V. Ames; James R. Angell; E. C. Armstrong; Earle B. Babcock; J. W. Cunliffe; S. P. Duggan; Livingston Farrand; E. Farnham Greene; John G. Hibben; David Kinley; A. O. Lovejoy; A. Lawrence Lovell; George E. MacLean; C. R. Mann; Henry Mills; Paul Monroe; G. H. Nettleton; Charles L. Pack; D. A. Robertson; Anson Phelps Stokes; H. B. Thompson; H. W. Tyler; Paul Van Dyke; C. B. Vibbert. OFFICERS: Director of British Division: C. M. Gayley, 1924-25, University of California; 1925-26, Robert Mark Wenley, University of Michigan; Assistant Director, R. H. Simpson; Director of Continental Division, H. Carrington Lancaster, Johns Hopkins

University; Assistant Director, Horatio S. Krans. **FINANCE:** (a) *Source of Income:* Appropriation by American Council on Education: 1924, \$25,000. **ACTIVITIES:** Postal facilities, registration facilities, information bureau, issuance of letters of introduction, guidance of American students in negotiations with universities and other educational bodies, relations with universities, aid in the exchange of professors, aid to students and professors desirous of visiting the United States, aid in administering fellowships and scholarships, cooperation among academic bodies, hospitality. Annual reports of the two divisions are printed in "The Educational Record."

**ASSOCIATIONS DES BOURSIÈRES ET BOURSIERS FRANCO-AMÉRICAINS.**—**ADDRESS OF CENTRAL OFFICE:** Office National des Universités et Écoles Françaises, 96, Boulevard Raspail, Paris, France. **DATE OF FOUNDATION:** 1920. **PURPOSE:** To promote friendship among former and present Franco-American scholars. **OFFICERS:** President, M. Louis Bonnerot; Vice-President, M. R. Kirkbride; Honorary Vice-President, M. Marc Veillet Lavallée; Vice-President, Miss Ellane Thiebaut; Secretary, Miss Andrée Pratoucy; Treasurer, Miss M. L. Petetot; American counselors, Miss Elsa Vieh, Miss Wheatley, M. Palfrey, M. Howlet. **ACTIVITIES:** An Employment Office was created in November, 1922; Social activities.

**ASSOCIATION OF AMERICAN COLLEGES.**—**ADDRESS OF CENTRAL OFFICE:** 111 Fifth Avenue, New York City. **DATE OF FOUNDATION:** 1915. **PURPOSE:** To promote the Liberal Colleges of Arts and Sciences. **MEMBERSHIP:** 290 institutions. **GOVERNING BODY:** Executive Committee. **OFFICERS:** Frank Aydelotte, President; Robert L. Kelly, Executive Secretary. **FINANCE:** (a) *Sources of Income:* Institutional members; special appropriations; (b) *Classes of Membership and Respective Fees:* Active, \$25 per annum; (c) *Total Annual Expenditure:* \$7,500. **ACTIVITIES:** (a) *Conferences:* Annual Meeting second week in January; (b) *Report:* Annual Report in Bulletin; (c) *Publications:* Bulletin, 10 volumes, \$3.00 per annum; (d) *Exchange Professorships:* Robert L. Kelly represented Association as Exchange Professor at University of Paris, 1924; (e) *Other Forms of Activity:* Standing commissions; research.

**ASSOCIATION OF AMERICAN UNIVERSITIES.**—**ADDRESS OF CENTRAL OFFICE:** University of Michigan, Ann Arbor, Michigan. **DATE OF FOUNDATION:** February 28, 1900. **PURPOSE:** To consider matters of common interest relating to graduate study. **MEMBERSHIP:** Twenty-six American Universities. **GOVERNING BODY:** Executive Committee (five members). **OFFICERS:** President H. W. Chase, University of North Carolina, President; President J. G. Hibben, Princeton University, Vice-President; Dean A. H. Lloyd, University of Michigan, Secretary. **COMMITTEE ON INTERNATIONAL RELATIONS:** Committee on Classification of Oriental Universities: President F. J. Goodnow,

Johns Hopkins University, Chairman. FINANCE: (a) *Sources of Income*: Membership fees; (b) *Membership Fee*: \$50.00 per year; (c) *Total Annual Expenditure*: For the year 1923-24, \$5,517.84. ACTIVITIES: (a) *Conferences*: Annual conference held the latter part of October or early in November for discussion of matters relating to graduate study attended by delegates from members of Association and by guests; (b) *Report*: Journal of Proceedings and Addresses of the Annual Conference published by the Association.

ASSOCIAZIONE ITALO-AMERICANA.—ADDRESS OF CENTRAL OFFICE: Palazzo Salviatti, Corso Umberto, Rome, Italy. GOVERNING BODY: Committee. The Minister of Education, S. E. Alessandro Casati; the American Ambassador, Henry P. Fletcher; Senator Francesco Ruffini. OFFICERS: President, Francesco Ruffini.

BARNETT MEMORIAL FELLOWSHIP.—ADDRESS OF CENTRAL OFFICE: Barnett House, Oxford, England. DATE OF FOUNDATION: 1914. GOVERNING BODY: Trustees appointed in equal numbers by the Council of the Universities Settlement Association and the Council of Barnett House. OFFICERS: Barnett House: President, the Master of Balliol; Vice-Presidents, the Provost of Oriel, the Warden of Wadham College, Dame Henrietta Barnett, Professor W. G. S. Adams; Honorary Secretaries, Miss A. W. Thackeray, Rev. Dr. A. J. Carlyle; Hon. Treasurer, Miss M. Vennables. National Federation of Settlements: Honorary President, Dame Henrietta Barnett, London; President, Robert A. Woods, Boston; Vice-President, Charles C. Cooper, Pittsburgh; Treasurer, Louis Affelder, Pittsburgh; Secretary, Albert J. Kennedy, Boston. Additional members of Executive Committee: Jane Addams, Chicago; John L. Elliott, New York; Frances Ingram, Louisville; Mrs. V. G. Simkhovitch, New York; Graham Taylor, Chicago; and ten representatives of City Federations of Settlements. Committee on Barnett Memorial Fellowship: Jane Addams, Chairman; Albert Kennedy, Secretary. SCHOLARSHIPS AND FELLOWSHIPS: The Barnett Memorial Fellowship, open to men and women of any nationality and regarded as establishing a relationship between the Universities of Great Britain and the United States of America, and the University Settlements in industrial districts, is devoted to advancing knowledge of industrial life through research and residence in industrial districts. The Fellow is required to offer courses at Barnett House or elsewhere during the tenure of the Fellowship unless the Committee determines otherwise.

BOY SCOUTS OF AMERICA.—ADDRESS OF CENTRAL OFFICE: 200 Fifth Avenue, New York City. DATE OF FOUNDATION: 1910. GOVERNING BODY: National Council Officers: Honorary President, Calvin Coolidge; Honorary Vice-Presidents, William H. Taft, Daniel Carter Beard, William G. McAdoo; President, Colin H. Livingstone; Vice-Presidents, Mortimer L. Schiff, Milton A. McRae, Bolton Smith,



Walter W. Head, Charles C. Moore; National Scout Commissioner, Daniel Carter Beard; International Commissioner, Mortimer L. Schiff; Executive Board: Chief Scout Executive, James E. West. COMMITTEE ON FOREIGN RELATIONS: Chairman, Mortimer L. Schiff; Milton A. McRae, Theodore Roosevelt, Frank Presbrey. ACTIVITIES: *International Conferences*: London, 1920; Paris, 1922; Copenhagen, 1924. The Executive Committee of second conference:—Count Mario de Carpegna, Hon. Myron T. Herrick, Count H. Marty, Dr. A. B. Svojsik, Lord Hampton, Major Ebbe Lieberath, Sir Alfred Pickford, Mr. Emmerick Teuber, Mortimer L. Schiff—presented to the third conference a constitution for a permanent International Bureau of Boy Scout Organizations. *International Scout Magazine*: "Jamboree."

BOY SCOUTS INTERNATIONAL BUREAU.—ADDRESS OF CENTRAL OFFICE: 25 Buckingham Palace Road, London, S. W. 1. DATE OF FOUNDATION: 1920. PURPOSE: To encourage friendly relations among Boy Scouts of the entire world, to exchange visits, etc. MEMBERS: Associations of 34 nations. OFFICERS: Sir Robert Baden-Powell; Director, Hubert S. Martin. FINANCE: (a) *Sources of Income*: Dues of national organizations and gifts. (b) *Annual expenditure*: 2,500. ACTIVITIES: Publication of a journal in two languages: "Jamboree." Conference in London, 1920 (23 nations represented); conference in Paris, 1922 (32 nations represented); conference in Copenhagen, 1924.

BRITISH FEDERATION OF UNIVERSITY WOMEN.—ADDRESS OF CENTRAL OFFICE: 92 Victoria Street, London S. W. 1. DATE OF FOUNDATION: 1907. PURPOSE: To represent university women in all professions, to encourage their activity in national and municipal life, and to enable them to take concerted action on matters affecting their common interest; to promote cooperation between the university women of Great Britain, and to stimulate friendship between university women throughout the world; to encourage research work by university women; to assist university women graduates to obtain suitable posts, and to give specialist advice to graduates desiring information about openings and training. MEMBERSHIP: Eighteen branches in England, Scotland, Wales. GOVERNING BODY: Executive Committee. OFFICERS: President, Miss M. J. Tuke, M. A.; Honorary Treasurer, Miss L. F. Nettlefold, LL. B.; Honorary Secretaries, Miss E. H. Pratt, O. B. E., B. A., Miss S. Campbell. COMMITTEE ON INTERNATIONAL RELATIONS: Chairman, Professor Caroline Spurgeon; Secretary, Miss Theodora Bosanquet. FINANCE: (a) *Sources of Income*: Subscriptions and donations. (b) *Classes of membership and respective fees*: Honorary, no fee; annual, varies from 5/ to 10/ among branches; life, £4.4.0. ACTIVITIES: (a) *Conferences*: Annual General Meeting, June or July; participation in Biennial Conference of International Federation of University Women; also in conferences arranged from time to time by

other women's organizations with interests in common. (b) *Report*: For Annual Report apply to central office. (c) *Scholarships and Fellowships*: A foundation for international fellowships projected by the International Federation is described in the British Federation Annual Report 1923-4, p. 52. See also p. 40 regarding vacation scholarships for foreign students. (d) *Other Forms of Activity*: Endowment of Crosby Hall, an International Hall of Residence in London.

**BROTHERHOOD SCHOLARSHIP FUND.**—ADDRESS OF CENTRAL OFFICE: Japanese Bureau of the Intercollegiate Cosmopolitan Club, 500 Riverside Drive, New York City. DATE OF FOUNDATION: March, 1925. PURPOSE: To raise a fund of \$1,500 to send an American student to study in Japan for one year. MEMBERSHIP: One hundred Japanese members of the Intercollegiate Cosmopolitan Club of New York. GOVERNING BODY: Brotherhood Scholarship Fund Committee. OFFICERS: Robert M. Kamide, Secretary, Japanese Bureau. COMMITTEE ON INTERNATIONAL RELATIONS: Harry E. Edmonds. FINANCE: (a) *Sources of Income*: Contributions of Japanese students in America and their American friends; (b) *Classes of Membership*: Graduate Japanese students of all the Colleges in New York; (c) *Total Annual Expenditure*: \$1,500. ACTIVITIES: (a) *Publications*: "To Our American Friends," February, 1925, Robert M. Kamide; (b) *Scholarships and Fellowships*: One \$1,500 scholarship given by Japanese students in American universities for an American student in a Japanese university.

**CARNEGIE ENDOWMENT FOR INTERNATIONAL PEACE.**—ADDRESS OF CENTRAL OFFICE: 2 Jackson Place, Washington, D. C. DATE OF FOUNDATION: December 14, 1910. PURPOSE: To advance the cause of peace among nations, to hasten the abolition of international war, and to encourage and promote a peaceful settlement of international differences. GOVERNING BODY: Board of Trustees. OFFICERS: President, Elihu Root; Vice-President, George Gray; Secretary, James Brown Scott; Treasurer, Andrew J. Montague; Assistant Treasurer, Frederic A. Delano; Assistant Secretary, George A. Finch. DIVISIONS: Intercourse and Education; International Law; Economics and History. FINANCE: (a) *Sources of Income*: \$10,000,000 endowment by Andrew Carnegie; (b) *Total Annual Expenditure*: \$500,000. ACTIVITIES: (a) *Conferences*: Annual meeting third Friday in April. Semiannual meeting in November; (b) *Report*: Annual reports submitted in April and published in Year Book; *Publications*: For list see Yearbook. (c) *Scholarships and Fellowships*: Fellowships in International Law awarded annually, five at \$750, and five at \$1,000; (d) *Exchange Professorships*: Provided occasionally, but none recently; (e) *Awards and Grants in Field of International Educational Relations*: Activities of Division of Intercourse and Education in reference to International Relations Clubs, International Mind Alcoves in libraries, Institute of International Education, and other work through colleges are described in Yearbook.

**CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING.**—ADDRESS OF CENTRAL OFFICE: 522 Fifth Avenue, New York City. DATE OF FOUNDATION: 1905. OFFICERS: President, Henry Smith Pritchett; Secretary, Clyde Furst. FINANCE: (a) *Sources of Income*: Endowment given by Andrew Carnegie and grants by the Carnegie Corporation. (b) *Expenditures* 1923-24: \$1,263,989.95. ACTIVITIES: Bulletin No. 2 discusses the status of the Professor in Germany. The Fifth Annual Report considered the comments of Oxford tutors on American Rhodes Scholars. Bulletin No. 6 was devoted to Medical Education in Europe. The Foundation administered from 1908 to 1914 an exchange of American secondary school teachers with those of Prussia.

**CHAMBER OF COMMERCE OF THE UNITED STATES.**—ADDRESS: Washington, D. C. DATE OF FOUNDATION: 1913. PURPOSE: To encourage trade and commercial intercourse among the States, the Territories, and the insular possessions of the United States of America and with foreign nations, and to promote cooperation among chambers of commerce, boards of trade and other business and industrial organizations of the United States, increasing their efficiency and extending their usefulness. MEMBERS: Commercial organizations and trade associations. GOVERNING BODY: Board of Directors. OFFICERS: President, Richard F. Grant; Resident Vice-President, Elliot H. Goodwin; Secretary, D. A. Skinner. COMMITTEE ON FOREIGN AFFAIRS: Chairman, Willis H. Booth; Manager of Foreign Commerce Department, C. D. Snow. PUBLICATION: Report of Foreign Commerce Department Advisory Committee: "International Facilities for Students of Commerce."

**THE CHARACTER EDUCATION INSTITUTE.**—ADDRESS OF CENTRAL OFFICE: 3770 McKinley Street, Chevy Chase, Washington, D. C. DATE OF FOUNDATION: Feb. 2, 1922. PURPOSE: To develop character education of children and youth; to conduct research on problems of character education; to collaborate with educators and others and with institutions and organizations in planning and forwarding the character education of children and youth of the United States of America; to collaborate with other nations in work for character education. MEMBERSHIP: State commissioners and State superintendents of Education or their nominees, other educators and the District of Columbia Board of Trustees. GOVERNING BODY: Board of Trustees. OFFICERS: Chairman, Milton Fairchild; Secretary, Harry P. McKenna. ACTIVITIES: Children's Morality Code; High School Morality Codes; Iowa Plan (\$20,000 award) and others; Five Point Plan; Desirable Characteristics and Urges; List of 650 Morality Acts; Boston Grammar School Plan; New York High School Plan; Los Angeles High School Plan; Library in Character Education, etc.

**CHILE-AMERICAN ASSOCIATION.**—ADDRESS OF CENTRAL OFFICE: 32 Broadway, New York City. DATE OF FOUNDATION: July

1918. PURPOSE: To promote good relations between Chile and the United States. MEMBERSHIP: American companies and firms having investments in Chile. GOVERNING BODY: Executive Committee. OFFICERS: A. C. Burroge, Chairman; Charles M. Pepper, Director and Secretary. SOURCES OF INCOME: Contributions of member firms and companies. ACTIVITIES: (a) *Publications*: "Reciprocal Trade and Resources of Chile and the United States"; "Constitution of the United States in English and Spanish"; "American Solidarity"; "Fifth Pan-American Conference at Santiago"; (b) *Scholarships and Fellowships*: Mining scholarship, Massachusetts Institute of Technology, 1920-23 (Closed); Medical and surgical scholarship, New York Postgraduate Hospital, 1921-22 (Closed).

THE CHINA SOCIETY OF AMERICA.—ADDRESS OF CENTRAL OFFICE: 19 West 44th Street, New York City. DATE OF FOUNDATION: 1913. PURPOSE: To promote friendly relations and mutual understanding between the peoples of China and the United States. MEMBERS: Corporations interested in the development of China's potential markets, and individuals who know China by travel or study and who wish to make more permanent the existing friendship between China and America. GOVERNING BODY: Board of Directors: Donald M. Brodie, William F. Carey, William M. Chadbourne, William C. Cheney, Howard E. Cole, Charles R. Crane, Mrs. Simeon Ford, Carl H. Getz, E. S. Glines, Roger S. Greene, James G. Harbord, Charles Hayden, C. Ellsworth Huggins, Andrew B. Humphrey, Jeremiah W. Jenks, Mrs. Thomas W. Lamont, K. C. Li, Mrs. William H. Moore, Frank A. Munsey, M. A. Oudin, J. H. Pardee, Richard C. Patterson, Jr., Charles P. Perin, Frederick Peterson, Mr. and Mrs. Owen F. Roberts, Frederick W. Stevens, James A. Thomas, Merle R. Walker, H. F. Un. OFFICERS: President, James G. Harbord; Treasurer, R. Stuyvesant Pierrepont.

CHINESE EDUCATIONAL MISSION.—ADDRESS OF CENTRAL OFFICE: 2312 Nineteenth Street, Washington, D. C. DATE OF FOUNDATION: September, 1908. PURPOSE: To exercise general supervision over all Chinese students who are supported by the Indemnity fund. GOVERNING BODY: Ministry of Foreign Affairs, Peking, China. FINANCE: (a) *Sources of Income*: The portion of the Boxer Indemnity fund returned by the United States Government; (b) *Total Annual Expenditure*: \$567,659.91 (1924). SCHOLARSHIPS AND FELLOWSHIPS: Each student receives \$80 every month for room rent and board, etc., the Mission paying the tuition, school fees, medical bills, inspection trip fares, thesis expenses and return passage allowance of \$520. Term of scholarship: Tsing Hua teachers, one year; Tsing Hua graduates, five years; girl students, four years; fellowship students, three years. (Girl and fellowship students are selected by competitive examination held in China.) Partial scholarship students: Each student receives a monthly allowance of \$40; term of scholarship, one year.

**CLARENCE GRAFF FELLOWSHIP.**—ADDRESS OF CENTRAL OFFICE: 50 Russell Square, London, W. C. 1. DATE OF FOUNDATION: January, 1924. PURPOSE: To foster a better understanding in Great Britain of social conditions and currents of opinion in the United States of America and to establish friendly contacts. GOVERNING BODY: The control of the Fellowship is in the hands of the founder to whom the members of the Committee of Selection act as advisers. OFFICERS: Committee of Selection: The Secretary for the time being of the Universities Bureau of the British Empire; the Director and the Assistant Director for the time being of the British Division of the American University Union; the Vice-Chancellors of the Universities of Oxford and Cambridge. FINANCE: Sources of Income: Stipend of £250 plus tuition in the College or University selected. ACTIVITIES: Scholarships and fellowships: £250 stipend plus tuition in the College or University selected. Open to men graduates of Oxford and Cambridge for advance study during a period of one year in an institution of learning in the region west of the Allegheny Mountains and east of the Rocky Mountains. Applications must be made to the American University Union, 50 Russell Square, London, W. C. 1., before April 1.

**COMMISSION FOR RELIEF IN BELGIUM EDUCATIONAL FOUNDATION, INC.**—ADDRESS OF CENTRAL OFFICE: 42 Broadway, New York City—Room 1900. DATE OF FOUNDATION: January 17, 1920. PURPOSE: To exchange intellectual ideas and good-will between Belgium and America with support for higher education in Belgium. MEMBERSHIP: One hundred and one individuals. GOVERNING BODY: Executive Committee (seven members); Finance Committee (seven members). OFFICERS: Herbert Hoover, President; Edgar Rickard, Vice-President; Perrin C. Galpin, Secretary; Gates W. McGarrah, Treasurer. FINANCE: (a) *Sources of Income*: Invested funds; (b) *Total Annual Expenditure*: About \$450,000. ACTIVITIES: (a) *Publications*: Annual Report of Foundation sent on application; (b) *Scholarships and Fellowships*: Commission for Relief in Belgium Fellowships for American graduate students for Belgium awarded about April 1, 1925. Applications closed February 15, 1925. Stipend 15,000 francs plus traveling expenses. The Foundation also supports the expenses of Commission for Relief in Belgium Belgian graduate Fellows in the United States; (c) *Exchange Professorships*: The following Belgian professors have visited and lectured in the United States: Henri Pirenne, 1922; Jean Massart, 1924; Charles de la Vallee-Poussin, 1924; Jean Capart, 1924-25. American Professors to Belgium: Robert A. Milliken, 1922; Paul Shorey, 1924; Charles Seymour, 1924; (d) *Other Forms of Activity*: This Foundation is giving buildings for administration, library, law, and philosophy purposes to the University of Brussels together with dormitories for men and women students. These buildings are now in the course of construction. The Foundation supports

professorships and assistant professorships in the Universities of Brussels, Louvain, and the School of Mines at Mons.

**COMMITTEE ON FOREIGN TRAVEL AND STUDY.**—**ADDRESS OF SECRETARY:** College of The City of New York, New York City. **DATE OF FOUNDATION:** First Meeting January 17, 1924. **PURPOSE:** To promote travel by American students in foreign countries and by foreign students in America, and to arrange for organized study abroad on a standardized credit basis—all as a means to bring about better international understanding. **MEMBERSHIP:** Senator T. Coleman DuPont, Chairman; Mr. Felix Warburg, Treasurer; Dean Frederick B. Robinson, College of the City of New York, Secretary; Mr. Marcus M. Marks; Dr. C. R. Mann; Chancellor S. P. Capen, University of Buffalo; Dr. Stephen P. Duggan, Institute of International Education; President Walter Hüllihen, University of Delaware; Mr. Frank Vanderlip. **SOURCES OF INCOME:** No fixed sources of funds. The Committee raises funds within itself and from others to contribute to administrative costs of foreign work of the American Council on Education, and to provide scholarships for study abroad. **ACTIVITIES:** (a) *Conferences:* All activities are in connection with the American Council on Education; (b) *Scholarships:* One scholarship for \$1,000 for a third-year student in New York University; one scholarship for \$1,000 for a third-year student in the College of the City of New York; six scholarships for \$1,000 each open to third-year students in American Colleges and Universities.

**THE COMMONWEALTH FUND.**—**ADDRESS OF CENTRAL OFFICE,** 1 East 57th Street, New York City. **DATE OF FOUNDATION:** October 17, 1918. **PURPOSE:** To apply income to following fields: Child welfare including programs in preventive child health and prevention of delinquency in this country; preventive child health program in Austria; English fellowship plan; Department of Educational and Legal research; miscellaneous grants. **MEMBERSHIP:** Charitable corporation formed under Memberships Corporation Law of the State of New York. **GOVERNING BODY:** Board of Directors. **FINANCE:** *Sources of Income:* Gifts from Mrs. Stephen V. Harkness. **ACTIVITIES:** (a) *Report:* Annual Report; (b) *Publications:* Publications of Joint Committee on Methods of Preventing Delinquency; Educational publications; (c) *Scholarships and Fellowships:* Scholarships in connection with Program for Prevention of Delinquency; scholarships in connection with Austrian Child Health Program; scholarships in social psychiatry—Delinquency Program; scholarships at Smith College School of Social Work. Twenty "Commonwealth Fund Fellowships" may be assigned each year to persons of British birth domiciled in England, Scotland, Wales or Ireland, who are graduates of recognized universities, beginning with the year 1925-6. Each Fellowship is for two years but a few may be extended to three years. In exceptional cases appointment may be

made for one year. Fellowships are tenable at institutions members of the Association of American Universities. There is no fixed stipend but each will include provision for travel allowances from the Fellows' home to the university and return, tuition and other fees, living expenses amounting to \$150 a month and allowance for two or three weeks' travel at Christmas and three months' travel at the end of the first year; and will probably amount to not less than £600 a year. Applications are addressed to R. H. Simpson, American University Union, 50 Russell Square, London, W. C. 1. The committee of award in Great Britain: Sir Walter Buchanan-Riddell, Bart., Chairman, Sir Hugh Anderson, Sir James Irvine, Sir Theodore Morrison, T. Percy Nunn; Secretary, R. H. Simpson. (d) *Other Forms of Activity*: Miscellaneous grants.

**COUNCIL ON INTERCHANGE OF PREACHERS AND SPEAKERS BETWEEN THE CHURCHES OF GREAT BRITAIN AND AMERICA.**—ADDRESS OF CENTRAL OFFICE: 50 Russell Square, W. C. 1, London, England. DATE OF FOUNDATION: 1919. PURPOSE: To promote international Christian fellowship and good will. MEMBERSHIP: Church of England, Church of Scotland, United Free Church of Scotland, Congregational Union, Presbyterian Church of England, Baptist Union, National Council of Young Men's Christian Associations, Unitarian Church, United Methodist Church, Wesleyan Methodist Church, Society of Friends, National Free Church Council, and the English-Speaking Union. GOVERNING BODY: Representatives of the above named bodies. OFFICERS: President, Viscount Leverhulme; Vice-Presidents Lord Charnwood, Rt. Hon. Sir Willoughby H. Dickinson, Sir Arthur Haworth, Rev. Sir George Adam Smith; Joint Chairmen of Executive, Rt. Hon. Sir Albert Spicer and Duncan Campbell Lee. FINANCE: (a) *Sources of Income*: Voluntary subscriptions; (b) *Total Annual Expenditure*: About £750. ACTIVITIES: (a) *Conferences*: An international conference in London in July, 1924, led by Dr. Harry Emerson Fosdick and Dr. Henry S. Robbins, Dean of the Cathedral of St. John the Divine in New York; (b) *Report*: Report of November, 1924.

**CZECHOSLOVAK FELLOWSHIPS.**—ADDRESS OF CENTRAL OFFICE: Institute of International Education, 522 Fifth Avenue, New York City. GOVERNING BODY: Czechoslovak Ministry of Education, Czechoslovak Committee for Educational and Cultural Relations with the United States. SCHOLARSHIPS AND FELLOWSHIPS: Five scholarships of 15,000 Czechoslovak crowns, approximately \$500 (about enough for room, board and tuition) are offered for 1925-26 to American citizens, men and women, for study in Charles University, University of Technological Sciences, Arts Academy, or the Commercial College. Requirements include: some knowledge of the Czech or the Slovak language, a bachelor's degree, health, good character, ability to work independently. Preference will be given to those of Czechoslovak descent, those

who have successfully finished Slavonic studies at any American University, or who intend to specialize in Slavonic studies or whose major interest is history or any other scientific subject, who are between twenty and thirty years of age. Apply before March 15, 1925, to Institute of International Education, 522 Fifth Avenue, New York City.

ENGLAND-AMERICA INSTITUTE.—ADDRESS OF CENTRAL OFFICE: Dr. Friedrich Hertz, Ballhausplatz 2, Vienna, Austria. DATE OF FOUNDATION: 1924. PURPOSE: To arrange public lectures and classes for research students of English and American problems with a view to a comparative study of Austrian problems; to establish a library of English and American books on political, economic and cultural problems of those countries. OFFICERS: Secretary, Dr. Friedrich Hertz. FINANCE: Proposed budget \$3,400. ACTIVITIES: Expenditure is proposed for lecturers' salaries, six annual scholarships for research students, English and American books and periodicals; publication, and administration. The institute is in process of formation. Governing committee: Professor Josef Redlich, Professor Alfred Francis Pribram, former Chancellor Schoher, former ministers Briesky and Hennet; Secretary, Dr. Friedrich Hertz.

THE ENGLISH-SPEAKING LEAGUE OF SOFIA (Bulgaria).—ADDRESS OF CENTRAL OFFICE: The English-Speaking League, Rue 6 September, No. 12, Sofia, Bulgaria. DATE OF FOUNDATION: 1919. PURPOSE: To become familiar with the Anglo-Saxon language, literature and ideal. To promote mutual understanding, freer intercourse and friendly relations between Bulgaria and Anglo-Saxon countries. MEMBERSHIP: Two hundred individuals. GOVERNING BODY: Board of Managers comprising the officers. OFFICERS: President, two Vice-Presidents, Secretary, Treasurer, librarian and seven councillors. The chief representatives of Great Britain and the United States are ex-officio Honorary Presidents. COMMITTEE ON INTERNATIONAL RELATIONS: Board of Managers. FINANCE: (a) *Sources of Income*: Membership fees; (b) *Total Annual Expenditure*: 50,000 levs. ACTIVITIES: lectures; concerts; social weekly gatherings; English library and reading room; classes in English language and literature.

ENGLISH-SPEAKING UNION OF THE UNITED STATES.—ADDRESS OF CENTRAL OFFICE: 345 Madison Avenue, New York City. DATE OF INCORPORATION: November, 1920. PURPOSE: To promote better acquaintance, friendship, common interests and peaceful cooperation between the people of the United States and all the other English-speaking people of the world. MEMBERSHIP: Individuals. GOVERNING BODY: Board of Directors. FINANCE: (a) *Sources of Income*: Membership dues and voluntary contributions; (b) *Classes of Membership and Respective Fees*: Subscribing, \$5 a year; active, \$10 a year; contributing, \$25 a year; sustaining, \$100 a year; associate, \$300 a year; (c) *Total Annual Expenditure*: Approximately \$30,000. Ac-



**TIVITIES:** (a) *Conferences:* Frequent meetings, usually dinners and luncheons; (b) *Report:* Bulletins at suitable intervals; (c) *Publications:* Bulletins, 1-12 inclusive; Leaflets, A, B, C, D, X; The Landmark, a monthly magazine, is published by the British sister society, the English-Speaking Union of the British Empire, in London; (d) *Scholarships and Fellowships:* Riggs Foundation \$1,200 for British students. Holder selected mainly by English-Speaking Union of British Empire from college applicants. Provides for one year's study in University of Michigan, Ann Arbor, Michigan. Donor Miss F. E. Riggs, 467 W. Hancock Avenue, Detroit, Michigan, Honorary Secretary of Detroit Branch; (e) *Exchange Professorships:* Cooperating with other organizations in providing exchange teacherships in secondary schools; (f) *Awards and Grants in Field of International Educational Relations:* Now planning early establishment of two Fellowships in Journalism, under which young British journalists will be enabled to spend a year or more in the United States; (g) *Other Forms of Activity:* Courtesies to visitors. Introductions to members going abroad. Monthly meetings on "Common Interests." Travel Bureau and sight-seeing trips.

**EUROPEAN STUDENT RELIEF.**—ADDRESS OF CENTRAL OFFICE: 16 Boulevard des Philosophes, Geneva, Switzerland. DATE OF FOUNDATION: August, 1920, in St. Beatenberg, Switzerland, by the World's Student Christian Federation. PURPOSE: To meet the acute need for food, clothing and books, among the students of Central Europe and elsewhere. Gradually "Self-Help" organizations were founded in several countries. The need along lines of Cultural Cooperation is now being increasingly met by the European Student Relief. It publishes the International Student Magazine—Vox Studentium. Student Self-Help organizations in some countries, Student National Unions in others, and various movements of Students, both raising and administering funds for the Relief, cooperate more or less closely with the Relief. The Relief can affect them all, and gathers their representatives together annually in a conference. GOVERNING BODY: The Executive of the European Student Relief is responsible to the General Committee of the World's Student Christian Federation. OFFICERS: Conrad Hoffman, Jr., General Executive Secretary; Donald Grant, Assistant Executive Secretary, and Editor of Vox Studentium. FINANCE: (a) *Sources of Income:* Voluntary contributions raised in thirty-nine different countries chiefly by students for the Relief and Cultural Cooperation programme of the European Student Relief; (b) *Total Annual Expenditure:* Budget 1924-25, \$175,000. ACTIVITIES: (a) *Conferences:* International Student Conference annually; about thirty countries represented, usually by several national student organizations. Turnow, seventy-five students, April, 1922; Parad, one hundred thirty-five students, June, 1923; Elmau, one hundred forty students, July, 1924; Geneva, two hundred thirty students, August,

1925; (b) *Report*: Report of European Student Relief, No. 1, 1920-21; No. 2, 1920-23; No. 3, 1923-24; by Conrad Hoffman, Jr.; free on application; (c) *Publications*: *Vox Studentium*; Editor: Donald Grant, M. A. Launched 1923; subscription 60 cents. Order from Student Friendship Fund, 347 Madison Avenue, New York, or from *Vox Studentium*, Geneva; (d) *Scholarships and Fellowships*: Various scholarships are arranged by the Relief each year. These are rather of the nature of relief, and are arranged usually between a patron and a needy and worthy student. Students in Austria, Germany, Switzerland, Russian Refugee Students, Jugoslavs, etc., received such scholarships. The amount and duration vary; (e) *Exchange Professorships*: The Relief arranges exchange of students: German, Austrian students to Denmark, Holland, England, etc. English, Dutch and other students to these countries in exchange. Each year in cooperation with the Student Friendship Fund, 347 Madison Avenue, New York, the Relief arranges for a party of American students to visit European countries, and to study conditions thoroughly.

**FEDERATION OF FRENCH ALLIANCES IN THE UNITED STATES AND CANADA.**—ADDRESS OF CENTRAL OFFICE: 32 Nassau Street, New York City. DATE OF FOUNDATION: 1902. PURPOSE: To encourage and further the study and cultivation of the language, literature, art and history of France. MEMBERSHIP: About two hundred and twenty-five groups in the United States and Canada; individual members (founders, protectors, patrons, benefactors, donors, life members, and annual members). GOVERNING BODY: Board of thirty governors. OFFICERS: Frank D. Pavey, President; Walter Van Rensselaer, Vice-President General; Gonzalve Désaulniers, William Rotch, Samuel A. Boyle, Bert E. Young, Frank L. Schoell, Charles A. Johnson, Leon Bocqueraz, Vice-Presidents; T. Tilestan Wells, Treasurer; Felix Weill, Secretary. SOURCES OF INCOME: Dues; donations. ACTIVITIES: (a) *Conferences*: Lectures by prominent Frenchmen of letters. Organization of lecture tours for other lecturers; (b) *Publications*: (1) *Bulletin Officiel de la Fédération de l'Alliance Française aux Etats-Unis et au Canada*; (2) *L'Echo de la Fédération*; (c) *Other Forms of Activity*: Bureau of information for all affiliated societies in reference to conduct of meetings, dramatic performances in French, prizes and medals for schools, selection of books, etc.

**PONTAINEBLEAU SCHOOL OF FINE ARTS.**—ADDRESS OF CENTRAL OFFICE: Palace of Fontainebleau, France; American Headquarters: National Arts Club Studios, 119 East 19th Street, New York City. DATE OF FOUNDATION: 1923. PURPOSE: Contact of American art students with the ideals of, and instruction by French teachers of art and with the art traditions of France, in a summer school for one hundred American architects, painters and sculptors at Fontainebleau. GOVERNING BODY: Honorary Committee: The Minister of Public

Instruction and Fine Arts; The Director of the "Beaux-Arts"; members of the Académie des Beaux-Arts. American Committee: Chairman of Department of Architecture, Whitney Warren; Chairman of Department of Painting and Sculpture, Ernest Peixotto; Edwin H. Blashfield, Harvey W. Corbett, Howard Greenley, Thomas Hastings, J. Monroe Hewlett, Hermon A. MacNeil, John Mead Howells, James Gamble Rogers; Treasurer, W. Howard Hart; Secretary, Ronald H. Pearce. *Board of Managers*: President, Maurice Fragnaud; Vice-President, Jacques Durand; Secretary, M. P. Tavernier; Mm. Laloux, Widor, Girault, Carlu, Alaux, Bray, Gorguet, Benedite, d'Esparbes, Bonnet, Calmettes, Hequet. Head Master of Studies: Victor Laloux; Director, Jacques Carlu. Faculty: Architecture, Jacques Carlu, J. P. Alaux, Albert Bray; Painting and Mural Decoration, A. F. Gorguet, G. L. Jaulmes, Jean Despujols; Fresco, Paul Baudouin, La Montague-St. Hubert; Sculpture, Lejeune; History, E. Saillens; French, N. Pecker. *FINANCE*: (a) *Sources of Income*: Appropriations by French authorities; voluntary contributions and fees of students; (b) *Total Annual Expenditure*: In America, about \$500 annually, principally for office expenses. *ACTIVITIES*: (a) *Conferences*: History of Art, History of France, by Em. Saillens; technical art subjects by special experts; (b) *Report*: Report of first year's activities. (c) *Scholarships*: Scholarship students (\$300 for the three months' season) sent by National Academy of Design, Yale School of Fine Arts, Maryland Institute, Rhode Island School of Design, Architectural Club of New Haven, etc.

**FONTAINEBLEAU SCHOOL OF MUSIC—CONSERVATOIRE AMERICAIN.**—ADDRESS OF CENTRAL OFFICE: Palace of Fontainebleau, France. American Office: The National Arts Club Studios, 119 East 19th Street, New York City. DATE OF FOUNDATION: 1921. PURPOSE: To provide a summer school for American artists, teachers and advanced students of music. GOVERNING BODY: French Honorary Committee: The Minister of Public Instruction and Fine Arts, François Albert; The Director of Fine Arts, Paul Leon; Messrs. Gustave Charpentier, Jean de Reszké, Vincent d'Indy, Philippe Gaubert, Georges Hue, André Messager, Emile Paladilhe, Paul Paray, Gabriel Pierné, Maurice Ravel, Rhené-Baton. Under auspices of the Ministry of Public Instruction and the Fine Arts, a Board of Managers of which the president is M. Maurice Fragnaud, Sous-préfet de Fontainebleau. OFFICERS: General Director, Charles Marie Widor; Resident Director, Camille Decreus; American Managing Director, Beveridge Webster, Director of Pittsburgh Conservatory. An American Committee-Chairman, Francis Rogers; Treasurer, Mrs. J. West Roosevelt; Secretary, Miss Emily F. Gilbert; George Barrère, Charles K. Carpenter, Mr. and Mrs. Walter Damrosch, Mrs. Reginald de Koven, Blair Fairchild, Mr. and Mrs. H. Harkness Flagler, R. Underwood Johnson, Mrs. R. W. Paterson, Ernest Peixotto, Mrs. J. West Roosevelt, Ernest

Schelling, Mrs. G. Montgomery Tuttle—has as its sole function the enrollment of students. **FINANCE:** *Sources of Income:* Government subvention and fees of students. For three months' tuition, board and lodging 5000 francs (about \$300). **ACTIVITIES:** Not more than one hundred and twenty American students are admitted to a summer course in organ (Widor and Libert), composition and conducting (Bloch), harmony (Boulanger), piano (Philipp and Duran), violin (Reney and Hewitt), violincello (Hekkins), harp (Grandjanz), voice, repertory, mise-en-scene (Manguiere and Salignac), French language and history of music (Pillois), solfeggio and ensemble (Fauchet).

**FOREIGN POLICY ASSOCIATION.**—**ADDRESS OF CENTRAL OFFICE:** 9 East Forty-Fifth Street, New York City. **DATE OF FOUNDATION:** October, 1918. **PURPOSE:** To carry on research and educational activities to aid in the study and development of a liberal and constructive American foreign policy. **MEMBERSHIP:** Individuals numbering 4,918. **GOVERNING BODY:** Executive Committee and National Council (advisory). **OFFICERS:** James G. McDonald, Chairman; George M. LaMonte, Treasurer; Miss Christina Merriman, Secretary; Miss Esther G. Ogden, Membership Secretary. **COMMITTEE ON INTERNATIONAL RELATIONS:** The Executive Committee serves as the Committee of the Whole on International Relations. Sub-Committees (1) International Traffic in Opium; (2) Committee on Disarmament and Security. **FINANCE:** (a) *Sources of Income:* Membership and contributions; (b) *Classes of Membership and Respective Fees:* Sustaining members, \$100 or more a year; contributing members, \$25 a year; cooperating members, \$10 a year; regular members, \$5 a year; (c) *Total Annual Expenditure:* \$57,000. **ACTIVITIES:** (a) *Conferences:* Luncheon Discussions in New York, Boston, Philadelphia, Cincinnati; (b) *Publications:* List may be obtained from secretary.

**THE FRANCES E. RIGGS FOUNDATION.**—**ADDRESS OF CENTRAL OFFICE:** The University of Michigan, Ann Arbor, Michigan. **DATE OF FOUNDATION:** 1923. **PURPOSE:** To maintain fellowships in the Graduate School of the University of Michigan for the benefit of graduate students of the universities of England, Scotland, Wales and Ireland; to aid in cultivating closer and more friendly relations among the English-speaking peoples through the presence of students in the University of Michigan from the British universities. **GOVERNING BODY:** The Executive Board of the Graduate School of the University of Michigan. **OFFICERS:** A. H. Lloyd, Dean of the Graduate School. **FINANCE:** (a) *Source of Income:* Endowment by Frances E. Riggs; (b) *Total Annual Expenditure:* Approximately \$6,000. **ACTIVITIES:** Administration of aforementioned fellowship. The Committee of award in Great Britain: Chairman, the Honorary Secretary of the English-speaking Union; the Secretary of the Universities Bureau of the British Empire; the Director of the American University Union; Sir Henry A. Miers; Dr.

Winifred Cullis; Secretary, the Assistant Director of the American University Union.

**FRANCO-AMERICAN EXCHANGE.**—**ADDRESS OF CENTRAL OFFICE:** Miss Florence Angell, Institute of International Education, 522 Fifth Avenue, New York City. **PURPOSE:** In cooperation with the Institute of International Education and the Office National des Universités et Écoles Françaises, to arrange for and administer an exchange of fellowships and scholarships between the universities and other institutions of learning in France and the colleges and universities of the United States. **GOVERNING BODY:** A Committee of the American Council on Education: Chairman, Virginia Newcomb; Secretary, Florence Angell; Margaret E. Maltby, J. J. Champenois, Director of the Office National des Universités et Écoles en France, I. L. Kandel, and *ex-officio* Stephen P. Duggan, Director of the Institute of International Education, and David A. Robertson, Assistant Director of the American Council on Education. **FINANCE:** Scholarships and fellowships, usually covering tuition, lodging and board, are contributed by universities and colleges in France and in the United States; a rebate on traveling expenses is allowed; other expenses of administration are carried by the Office National des Universités et Écoles Françaises, the Institute of International Education, the American Association of University Women and the American Council on Education. **ACTIVITIES:** Since 1918, 90 scholarships and fellowships in France and 265 in the United States have been awarded. For the year 1925-26, 35 fellowships in French universities have been awarded; and 32 French students will be assigned to American colleges and universities.

**GENERAL EDUCATION BOARD.**—**ADDRESS OF CENTRAL OFFICE:** 61 Broadway, New York City. **DATE OF FOUNDATION:** 1902. **PURPOSE:** To promote education within the United States of America without distinction of race, sex or creed. **MEMBERSHIP:** Frederick T. Gates, J. D. Rockefeller, Jr., Albert Shaw, Wallace Buttrick, Edwin A. Alderman, Harry Pratt Judson, Wickliffe Rose, Jerome D. Greene, Anson Phelps Stokes, Abraham Flexner, George E. Vincent, James H. Dillard, Charles P. Howland, Trevor Arnett, James R. Angell, Raymond B. Fosdick, Owen D. Young. **OFFICERS:** Chairman of the Board, Wallace Buttrick; President, Wickliffe Rose; Secretary, W. W. Brierley; Treasurer, L. G. Myers; Assistant Treasurer, L. M. Dashiell; Auditor, Ernest A. Buttrick; Division of Studies and Medical Education, Abraham Flexner, Director; Division of Colleges and Universities, H. J. Thorndike, Director, E. C. Sage, Assistant Director; Division of Public School Education, Frank P. Bachman, Director; Jackson Davis, Field Agent; Leo M. Favrot, Field Agent. **SOURCES OF INCOME:** Income from special gifts; endowment. **ACTIVITIES:** (a) *Report:* Latest Report June 30, 1924; no charge; (b) *Publications:* Translations of medical classics, e. g., Billroth: *Lehren und Lernen der Medicinischen*

Wissenschaften; Bernard: Introduction à l'Étude de la Médecine Expérimentale. Comparative study of medical training in the United States, Canada, and the chief countries of northern and western Europe; (c) *Scholarships and Fellowships*: For three years past the General Education Board has granted scholarships to selected groups of people from the Southern States to enable them to pursue special studies in representative institutions in the United States. In 1922, \$25,000 and in 1923, \$50,000 were appropriated to enable promising medical leaders to undertake advanced study abroad; (d) *Other Forms of Activity*: Colleges and universities; medical education; studies and surveys; public education; negro education.

GEORGETOWN UNIVERSITY FOREIGN SERVICE SCHOOL.—ADDRESS OF CENTRAL OFFICE: 431 Sixth Street, N. W., Washington, D. C. DATE OF FOUNDATION: February, 1919. PURPOSE: To prepare men for Foreign Service careers: Exporting, Importing, International Banking, International Shipping, Diplomatic, Consular, Trade Commissioner work, International Law, Foreign Relations, etc. MEMBERSHIP: Faculty, 50; students, 500. GOVERNING BODY: President and Directors Georgetown University plus Executive Faculty School of Foreign Service. OFFICERS: Regent, Edmund A. Walsh, S.V., Dean W.F. Notz, Assistant Dean Thomas H. Healy. FINANCE: (a) *Sources of Income*: Tuition and endowment; (b) *Fees*: Tuition \$200 per year. ACTIVITIES: (a) *Publications*: Catalogues twice yearly; (b) *Scholarships and Fellowships*: Diplomatic scholarships covering tuition only—one each at disposition of Persia, and most of Latin American countries. Candidates must pass College Entrance Requirements and know English. Designation is made through Ambassador or Minister at Washington. Application should be made to him directly or through Home Foreign Office; (c) *Awards and Grants in Field of International Educational Relations*: Aid given each summer to groups sent out to foreign countries for study tours.

GEORGE WASHINGTON—SULGRAVE INSTITUTION.—ADDRESS OF CENTRAL OFFICE: 233 Broadway, New York City. DATE OF FOUNDATION: February 10, 1910—Incorporated November 8, 1917. PURPOSE: "To foster friendship and to prevent misunderstanding among English-speaking peoples; to inform our mutual peoples in the arts and practices of peaceful intercourse, for the benefit of our respective nations, and as a help and an example to all mankind; to bring together into a closer community of interest those societies, associations and general organizations, together with all individuals, that are engaged in any work which tends towards the understanding of the Anglo-Saxon-Celtic point of view, culture, laws and related institutions; to aid in upholding and maintaining the fundamental institutions of the English-speaking world and in fostering the ideals which inspired their creation." MEMBERSHIP: Eighty-five hundred individuals. GOVERN-

ING BODY: Board of Governors. OFFICERS: Chancellor, Alton B. Parker; Executive Chairman, John A. Stewart; Treasurer, L. Gordon Hammersley; Secretary, Andrew B. Humphrey. COMMITTEE ON INTERNATIONAL RELATIONS: Associate Justice Sutherland, Chairman. FINANCE: (a) *Sources of Income*: Memberships, contributions; (b) *Classes of Membership and Respective Fees*: From \$5 to \$1,000; (c) *Total Annual Expenditure*: Budget 1925, \$35,000. ACTIVITIES: Work already achieved by the Sulgrave Institution includes: The rehabilitation and furnishing of Sulgrave Manor. The foundation of a lectureship on American History and Institutions under endowment of \$100,000 given by Sir George Watson. Gift by Dr. Nicholas Murray Butler, Hon. Elihu Root, Hon. Henry White, and others, of a replica of St. Gaudens' statue through Anglo-American Society associated with British Sulgrave Institution, to citizens of Great Britain, erected in London. Gift by Sir Charles Wakefield, Bart., and British Sulgrave of memorials to Edmund Burke and William Pitt, erected in Washington and Pittsburgh; and gifts of busts of Viscount Bryce for deposit in the capital of Washington and Trinity Church, New York. Presentation of Lincoln Gettysburg Memorial tablets to Hingham and Birmingham on behalf of Hingham Memorial Association of America, Dr. Milo H. Gates, Chairman; Robert T. Lincoln and George P. Kunz, Vice-Chairmen. Presentation to the American people by Mr. Barron Collier of Forestier's painting, "The Signing of the Treaty of Ghent," hung in the National Gallery at Washington. Initiated movement for centennial celebration of promulgation of Monroe Doctrine and for purchase of house at Prince and Lafayette Streets, New York, in which James Monroe died. Celebration Tercentenary Pilgrim Fathers and Meeting of First American Legislative Assembly. Inspired numerous publications, historical, fictional, collegiate and dramatic poems, songs, etc. Entertained officially H. R. H. the Prince of Wales en suite: the Secretary of State, the British Ambassador, the American Ambassador to Great Britain, the Premier of Canada, the Premier of Newfoundland, Viscount Bryce, General John J. Pershing, Earl Beatty, and others. The permanent program of the Institution includes: The maintenance of Sulgrave Manor, ancestral home of George Washington. An exchange in the Pulpit and among college instructors. The interchange of working newspaper men. The exchange of scholars among secondary schools. Establishment of Sulgrave Institution lectureships and the organization of a general lectureship bureau.

INSTITUT DE HAUTES ÉTUDES.—ADDRESS: Villa des Fougères, Fribourg, Switzerland. American address: Rosary College, River Forest, Illinois. DATE OF FOUNDATION: 1901. GOVERNING BODY: The Sisters of Saint Dominic of Sinsinawa, Wisconsin, and Rosary College, River Forest, Illinois. ACTIVITIES: Elementary and advanced courses in French and courses in History of Art, Philosophy, Ethics,

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NOTE: For Guggenheim Foundation see p. 150.

Liturgy, etc., for satisfactory completion of which credit is given by Department of Public Instruction of the Canton of Fribourg and Rosary College, River Forest, Illinois. French is the language of the Institute. Students in 1925 are from Poland, Hungary, Netherlands, France, England, Switzerland, and the United States.

THE INSTITUTE OF INTERNATIONAL EDUCATION.—ADDRESS OF CENTRAL OFFICE: 522 Fifth Avenue, New York City. DATE OF FOUNDATION: February, 1919. PURPOSE: To develop international good-will by means of educational agencies. The Institute acts as a liaison agent and assists in the interchange of information, students, and professors. GOVERNING BODY: Board of Trustees. OFFICERS: Stephen P. Duggan, Director; Mary D. Waite, Executive Secretary. BUREAU DIVISIONS: Europe: Stephen P. Duggan; Far East: Paul Monroe; Latin America, Peter H. Goldsmith. FINANCE: (a) *Sources of Income*: Gifts from individuals and organizations; (b) *Total expenditures*: \$35,000.00. ACTIVITIES: (a) *Reports*: Bulletins are sent to the colleges in October and February containing the names of foreign lecturers and professors who are available for lectures or for teaching positions; (b) *Publications*: Announcement of Founding of Institute; 1919; Bulletin No. 1—First Annual Report of the Director, 1920; Bulletin No. 2, For Administrative Authorities of Universities and Colleges, 1920 (out of print); Bulletin No. 3—Observations on Higher Education in Europe, 1920 (out of print); Opportunities for Higher Education in France (out of print); Opportunities for Graduate Study in the British Isles (out of print); Bulletin No. 1—Second Annual Report of the Director, 1921; Bulletin No. 2—Opportunities for Higher Education in Italy, 1921; Bulletin No. 3—Serial of an International Character, 1921 (tentative list for libraries), out of print; Bulletin No. 4—Educational Facilities in the United States for South African Students, 1921 (out of print); Bulletin No. 5—Guide Book for Foreign Students in the United States, 1921 (out of print); Bulletin No. 1—Third Annual Report of the Director, 1922; Bulletin No. 2—Notes and News on International Educational Affairs, 1922 (out of print); Bulletin No. 3—A Bibliography on the United States for Foreign Students, 1922; Bulletin No. 4—A Report on Education in China, 1922; Bulletin No. 1—Fourth Annual Report of the Director, 1923; Bulletin No. 2—Guide Book for American Students in the British Isles, 1923; Bulletin No. 3—Notes and News on International Educational Affairs, 1923 (out of print); Bulletin No. 4—Fellowships and Scholarships offered to American Students for Study in Foreign Countries and to Foreign Students for Study in the United States, 1923; Bulletin No. 5—Guide Book for Russian Students in the United States, 1923; Bulletin No. 6—Guide Book for Foreign Students in the United States, 1923; Bulletin No. 1—Fifth Annual Report of the Director, 1924; Bulletin No. 2—Hints to American Students Going to France for Study or Research, 1924;



Syllabus on International Relations by Parker T. Moon, 1925 (Macmillan Company; cloth, \$2.00); (c) *Scholarships and Fellowships*: One of the most important functions of the Institute is to secure fellowships for foreign students who are anxious to study in their special fields in American universities, and for American students to do likewise in foreign universities. Among the fellowships administered by the Institute are: American Field Service Fellowships for French Universities, Inc.; American German Student Exchange Fellowships; American-Czechoslovakian Student Exchange Fellowships; American-Hungarian Student Exchange Fellowships; DeBilly Fellowship—American student to study at University of Nancy, France; French Women Library School Scholarships (discontinued); The Willard Straight Research Fellowship for Study in China; (d) *Exchange Professorships*: The Institute is instrumental in bringing to this country distinguished scholars, educators and university professors from all the countries of the world. These it circuits among American colleges and universities to deliver lectures in all the fields of scholarship, but particularly in those which will enable Americans better to understand the institutions, culture and civilization of the other countries. It sends out to the colleges in October and February a special bulletin containing the names of foreign lecturers and professors who are available for lectures or for teaching positions. It holds and disburses the funds and acts as intermediary between The Committee of American Universities on Exchange with France of Professors of Engineering and Applied Science and the French Government, in arranging this exchange. It acts for the French Government in filling ten positions offered to American men to teach English in French Lycées or Écoles Normales. It has procured invitations for a number of American professors to lecture at foreign universities and has arranged a few actual exchanges of professors between foreign and American institutions. At the request of the Italy-America Society it selected an American professor to lecture on Business Administration at a School of Business connected with the University of Rome; (e) *Other Forms of Activity*: It cooperates with the Immigration authorities and colleges in facilitating the entrance of bona fide students from other countries. It gathers statistics about the foreign students attending colleges and universities in the United States, showing their distribution, the countries represented and courses pursued. It brings over in the autumn debating teams from the Universities of Oxford and Cambridge and circuits them for debates among American and Canadian colleges, and also arranges through the American University Union in London for the visits of American debating teams in Great Britain. It acts as Cambridge University's Center for examinations in New York City. It acts as the representative in the United States of the Committee on Intellectual Cooperation of the League of Nations. It acts as Honorary Correspondent in supplying circulars, application forms and general information to American

students to the University of Cambridge Board of Extra-Mural Studies. It maintains a Spanish Bureau which established the Instituto de las Espanas to develop among the teachers of Spanish and others, a deeper interest in Spanish culture and civilization.

**THE INSTITUTE OF POLITICS.**—**ADDRESS OF CENTRAL OFFICE:** 3 Hopkins Hall, Williams College, Williamstown, Mass. **DATE OF FOUNDATION:** 1921. **PURPOSE:** To promote among adults the serious study of foreign affairs with a view to creating a more sympathetic understanding of the problems and policies of other nations. This object the Institute seeks to accomplish by offering courses of public lectures by distinguished scholars and statesmen from foreign countries, and by setting up Round Table and Open Conferences presided over by recognized authorities on the various topics selected for discussion. **MEMBERS:** Men and women connected with the faculties of colleges and universities, especially in the departments of History, Economics, and Government; writers on foreign politics; persons engaged in or who have been engaged in the direction of foreign commerce or banking; diplomatic or consular officials; officers of the army and navy, and specialists in the employ of the government; editors, editorial writers and foreign correspondents of the press; and those who receive invitations on account of their training and experience in the field of international law and politics. **OFFICERS:** Chairman, Harry Augustus Garfield; Executive Secretary, Walter Wallace McLaren; Treasurer, Williard Evans Hoyt. **BOARD OF ADVISORS:** Archibald Cary Coolidge, Charles Seymour, Philip Marshall Brown, John Bassett Moore, Edwin Anderson Alderman, Jesse Siddall Reeves, Edward Asahel Birge, Westel Woodbury Willoughby, Harry Pratt Judson, James Brown Scott.

**INTERCHANGE COMMITTEE, UNIVERSITIES OF THE BRITISH EMPIRE.**—**ADDRESS OF CENTRAL OFFICE:** Universities Bureau, 50 Russell Square, London. **DATE OF FOUNDATION:** 1918. **PURPOSE:** To promote visits, or exchange of posts, between British professors and other teachers and university teachers in other countries. **MEMBERSHIP:** The interchange correspondents of the Bureau in the Universities and colleges of Great Britain and Ireland, the Director of the British Division of the American University Union, and a representative of the American Council on Education.

**INTERCOLLEGIATE COSMOPOLITAN CLUB.**—**ADDRESS OF CENTRAL OFFICE:** International House, Riverside Drive, New York City. **DATE OF FOUNDATION:** 1910. **PURPOSE:** To unite for mutual benefit, socially, intellectually, and morally, students of all nationalities in the colleges, universities and professional schools of New York; to promote friendly relations between foreign and American students; and to bring foreign students in contact with American home life. **MEMBERS:** 821 students from sixty-four countries studying in forty-five colleges and professional schools of Greater New York. **GOVERN-**

ING BODY: (1) Members; (2) Cabinet made up of representatives of national groups; (3) Directors and staff; (4) Governing Board. OFFICERS: Director, Harry E. Edmonds. FINANCE: *Source of income:* Gifts and fees of residents in International House. ACTIVITIES: Administration of International House, Riverside Drive, New York, which affords a home for 525 club members, health supervision, sports, refectory, and a social center; International Student Assembly for discussion of world affairs; introduction of 1776 foreign students into 62 American homes; 60 interest group meetings; 16 excursions; 36 deputations; welfare of individual students.

INTERNATIONAL ACADEMIC UNION (UNION ACADÉMIQUE INTERNATIONALE).—ADDRESS OF CENTRAL OFFICE: Palais des Académies, Brussels, Belgium. MEMBERSHIP: Academies and Learned societies of fifteen countries, including the United States. ACTIVITIES: The fifth session of the general assembly was held in Brussels, May 12-14, 1924, with M. Homolle of the Académie des Inscriptions et Belles-Lettres de Paris as chairman. The assembly received reports on the corpus of antique vases and the catalogue of manuscripts on alchemy; it referred to the Japanese ambassador in Brussels, communications from western scholars regarding research in Japanese history; it considered details regarding the organization of a dictionary of medieval Latin, a system of phonetic transcription and other projects; it referred to affiliated societies the matter of an auxiliary language and a proposal to help in publication of research of Russian scholars.

INTERNATIONAL COUNCIL OF WOMEN.—ADDRESS OF CENTRAL OFFICE: The Marchioness of Aberdeen and Temair, Aberdeenshire, Scotland. DATE OF FOUNDATION: 1888. PURPOSE: "To promote unity, mutual understanding, and trust among women workers for the welfare of humanity in all countries; to provide a means of communication between women's organizations to meet together from all parts of the world to confer upon questions relating to the welfare of the commonwealth, the family and the individual, and as to how to further the application of the Golden Rule to society, custom and law." MEMBERSHIP: Thirty-three National Councils of women representing approximately thirty-five million women. GOVERNING BODY: The Council has no power over its members beyond that of suggestion and sympathy. All affiliated National Councils, large or small, have the same number of votes. OFFICERS: President, The Marchioness of Aberdeen and Temair; Vice-Presidents: Mrs. Ogilvie Gordon, London; Madame Avril de Saint-Croix, Paris; Fröken Henni Porchhammer, Copenhagen; Dr. Alice Salomon, Berlin; Mrs. Henry Dobson, Tasmania; Mrs. Philip North Moore, St. Louis, Missouri; Recording Secretaries: Miss Elsie Zimmern, 26 Victoria Street, London, S. W.; Miss L. Van Beghen, Huize Aardenburg, Doorn, the Netherlands. Corresponding

Secretary, Fru Anna Backer, Villa Sana, Frediksstad, Norway. Treasurer, Mrs. E. W. Sanford, Wesanford, Hamilton, Canada. COMMITTEE ON EDUCATION: Convener, Professor Marian P. Whitney, Vassar College. FINANCE: (a) *Sources of Income*: Fees of National Councils; contributions of individuals. ACTIVITIES: Quinquennial meetings of the Council; annual meetings of the executive committee; annual reports and other publications. The next quinquennial meeting will be held in Washington, D. C., May 4-14, 1925.

INTERNATIONAL EDUCATION BOARD.—ADDRESS OF CENTRAL OFFICE: 61 Broadway, New York City. DATE OF FOUNDATION: 1923. PURPOSE: To promote and advance education, whether institutional or otherwise, throughout the world. GOVERNING BODY: Trustees, not to exceed fifteen in number. OFFICERS: Chairman of the Board, Wallace Buttrick; President, Wickliffe Rose; Secretaries, Jackson Davis, William W. Brierley; Treasurer, L. G. Myers; Assistant Treasurer, L. M. Dashiell; Director Educational Studies, Abraham Flexner. Field Staff: Educational Studies, Whitney H. Shepardson; Agriculture in Europe, Albert Russell Mann, Director, Claude B. Hutchison, Assistant Director; Physical and Biological Sciences in Europe, Augustus Trowbridge, Director. FINANCE: (a) *Sources of Income*: Income from special gifts; endowment; (b) *Appropriations*: February 1923-June, 1924, \$622,000.49. ACTIVITIES: (a) *Report*: Latest Report June 30, 1924; no charge; (b) *Scholarships and Fellowships*: Scholarships awarded to assist young scientists and agriculturists of unusual promise in their respective fields so that they may pursue abroad under guidance studies which they cannot pursue at home with equal advantage; (c) *Exchange Professorships*: The Board provides a limited number of traveling professorships to men holding important teaching positions in foreign countries to enable them to lecture in American universities for a limited period of time; (d) *Awards and Grants in Field of International Educational Relations*: In exceptional cases financial aid may be given to institutions where outstanding research is being conducted in the pure sciences and in agriculture. This assistance is intended to provide larger opportunities for workers from other countries.

THE INTERNATIONAL INSTITUTE OF TEACHERS COLLEGE.—ADDRESS OF CENTRAL OFFICE: 104 Russell Hall, 525 West 120th Street, New York City. DATE OF FOUNDATION: 1923. PURPOSE: To give special attention to the needs of foreign students attending Teachers College; to conduct investigations in education abroad; and publish reports on foreign education. GOVERNING BODY: Executive Board, composed of Dean of Teachers College, Director, and Associate Director. OFFICERS: Paul Monroe, Director; William F. Russell, Associate Director. SOURCES OF INCOME: Private grants. ACTIVITIES: (a) *Publications*: "Schools in Bulgaria," by Dr. William F. Russell; "The Reform of Secondary Education in France," by Dr.

I. L. Kandel; "Merchants of Light," Teachers College, Record, Vol. XXVI, No. 1, September, 1924; "The International Institute of Teachers College," by Dr. I. L. Kandel; Teachers College Record, Vol. XXIV, No. 4, September, 1923; "The International Education Yearbook, 1924," forthcoming; (b) *Scholarships and Fellowships*: A number of scholarships covering tuition and a number of special grants including tuition and stipends varying in amount.

INTERNATIONAL KINDERGARTEN UNION.—ADDRESS OF CENTRAL OFFICE: Room 1008, Investment Building, Washington, D. C. DATE OF FOUNDATION: 1892. PURPOSE: "To gather and disseminate knowledge of the kindergarten movement throughout the world, to bring into active cooperation all kindergarten interests, to promote the establishment of kindergartens, and to elevate the standard of the professional training of the kindergartner." MEMBERSHIP: Active membership consists of branch organizations in states and cities. Associate membership consists of individuals. GOVERNING BODY: Executive Board. COMMITTEE ON INTERNATIONAL RELATIONS: *Committee on Foreign Correspondence*: Chairman, Nellie E. Brown, Enfield, Mass.; Marie V. Bartuskova, 121 Lany, Czechoslovakia; Marjory Bird, 412 George Street, Dunedin, New Zealand; Elizabeth C. Clarke, 36 Belcheff Street, Sofia, Bulgaria; Mrs. Henry Fairbank, Girls School, Ahmednagar, India; Kate B. Hackney, Laura Haywood School, Soochou, China; Annie L. Howe, 22 Nakayamati Doi, 6 Chome, Kobe, Japan; M. Geraldine Ostle, 4 Bloomsbury Square, London W. C. 1., England. FINANCE: (a) *Sources of Income*: Dues of branches and members; (b) *Classes of membership and respective fees*: Branch dues based upon number of members; Foreign Branch, \$1.00; life members, \$25.00; associate members, \$1.00. ACTIVITIES: (a) *Conferences*: Convention held annually, usually in the spring; (b) *Report*: Annual report compiled by Recording Secretary, issued in the fall. Price to non-members, fifty cents. (c) *Publications*: Official organ, a journal called "Childhood Education," issued for the organization by Williams and Wilkins, Baltimore, Md.

INTERNATIONAL MORAL EDUCATION CONGRESS.—ADDRESS OF CENTRAL OFFICE: Sir Frederick Pollock, 13 Old Square, Lincoln's Inn, London, W. C. 2, England. DATE OF FOUNDATION: 1908. PURPOSE: To obtain the cooperation of all without regard to race, nationality, or belief in advancing moral education; according each his right to express his opinions and compare them with those of others. MEMBERS: Organizations and individuals in 32 countries. GOVERNING BODY: Executive Committee. OFFICERS: President, Sir Frederick Pollock; Secretary, M. F. J. Gould. FINANCE: *Source of Income*: Gifts. ACTIVITIES: *Conferences*: London, 1908; Hague, 1912; Geneva, 1922; Rome, 1926; *Publications*: Reports and documents. *Committee on History Teaching*.

**INTERNATIONAL OLYMPIC COMMITTEE.**—**ADDRESS OF CENTRAL OFFICE:** Lausanne, Switzerland. **DATE OF FOUNDATION:** 1894. **PURPOSE:** To assure regular celebration of the Olympic games. **MEMBERS:** Representatives of forty-three nations. **OFFICERS:** President, Baron Pierre de Coubertin; Executive Committee, Count H. de Baillet-Latour, (Belgium); J. S. Edstrom, (Sweden); Councillor Guth-Jarkovsky (Czechoslovakia); Marquis Polignac (France); Secretary, Fred Auckenthaler Ouchy, Switzerland. **ACTIVITIES:** Preparation for and celebration of the Olympic Games; First Olympiad, Athens, 1896; Second, Paris, 1900; Third, St. Louis, 1904; Fourth, London, 1908; Fifth, Stockholm, 1912; Sixth, Berlin, 1916 (not held); Seventh, Antwerp, 1920; Eighth, Paris, 1924; Ninth, Amsterdam, 1928. The Committee also has fostered conferences at Le Havre in 1897, on hygiene and teaching of athletics; at Brussels in 1905 on the technique of physical culture; at Paris in 1906 on arts, letters and sport; at Lausanne in 1913 on the psychology of athletics; at Paris in 1914 on rules; at Lausanne in 1921 on rules. The committee has also patronized the Far Eastern Games celebrated every two years since 1913 and the Latin-American games inaugurated in 1922.

**INTERNATIONAL STUDENT ASSOCIATION—FEDERATION INTERNATIONALE DES ETUDIANTS. "CORDA FRATRES."**

—**ADDRESS OF CENTRAL OFFICE:** Cornell Cosmopolitan Club, Ithaca, New York. **DATE OF FOUNDATION:** 1898. **PURPOSE:** To develop the idea of the union and fraternity of students throughout the world. **MEMBERS:** Association of Cosmopolitan Clubs (United States); Confédération des Etudiants (France); Verband der internationalen Studentenvereine (Germany); Federacion des Estudiantes Americanos. **GOVERNING BODY:** Committee of two from each country. **ACTIVITIES:** (a) *Publications:* Periodicals in English, French, German, Italian, Spanish, etc., to facilitate international student relations; (b) *Conferences:* Turin, 1898; Paris, 1900; Venice, 1902; Liege, 1905; Marseilles, 1906; Bordeaux, 1907; the Hague, 1909; Rome, 1911; Ithaca, 1913.

**INTERNATIONAL STUDENT FEDERATION (Confédération Internationale des Etudiants).**—**ADDRESS OF CENTRAL OFFICE:** Palais Mondial, Brussels, Belgium. **DATE OF FOUNDATION:** 1919. **PURPOSE:** To establish understanding among students of the nations represented in the association; to maintain a permanent union of the student associations concerned; to coordinate their intellectual activities, study international questions related to higher education and student life. **MEMBERS:** National Student Associations of Belgium, Czechoslovakia, Denmark, England, Finland, France, Italy, Luxembourg, Netherlands, Norway, Poland, Roumania, Scotland, Spain, Sweden, Serbia, and individual members from Greece, Ukraine and the United States. **GOVERNING BODY:** Executive Committee: President, Jean Gerard, 22 rue Galvani, Paris; Secretary, Nicholas Romanesco, 32 rue General

Mann, Bucarest. FINANCE: *Source of Income*: gifts and dues of national organizations. ACTIVITIES: (a) *Conferences*: Strasburg, Brussels, 1920, Prague 1921, Warsaw 1924; (b) *Publications*: Reports of conferences and yearbook (1922) and "Le Monde Universitaire."

INTERNATIONAL STUDENTS' HOME.—ADDRESS OF CENTRAL OFFICE: 3905 Spruce Street, Philadelphia, Pennsylvania. DATE OF FOUNDATION: 1917. PURPOSE: To provide a center where visitors from abroad coming to Philadelphia, might find such personal associations of a friendly nature as would be helpful in fulfilling the purpose of their visit; more especially to afford a club house and center around which the social life of students from other lands may revolve, where they may have their national group meetings and come to know one another as well as the Americans who, through the Home, wish to extend Philadelphia's good will and hospitality to the representatives of other nations while they are in the city. GOVERNING BODY: The Christian Association of the University of Pennsylvania, Committee of Management: Chairman, Henry H. Collins, Jr.; Secretary, A. Waldo Stevenson; Treasurer, Frank T. Gucker. FINANCE: *Sources of Income*: Nineteen business firms. ACTIVITIES: Administration of International Students' Home; service to 250 students from forty nations; annual dinner given by Chamber of Commerce of Philadelphia; dormitory; refectory; social opportunities.

INTERNATIONAL UNIVERSITY.—ADDRESS OF CENTRAL OFFICE: Palais du Cinquantenaire, Brussels, Belgium. DATE OF FOUNDATION: 1920. PURPOSE: To secure for advanced students of all nations an opportunity to get a general and international view of current problems in courses given by university professors. MEMBERS: 16 universities in 13 countries and more than 300 teachers from 23 countries have expressed approval; the Bulgarian government has established a chair; other professorships have been founded by the Union of International Associations and some individual associations. GOVERNING BODY: Provisional council under auspices of the Union of International Associations. FINANCE: *Sources of Income*: Fees. ACTIVITIES: First session, September, 1920; second, August and September, 1921; third, August and September, 1922.

THE INTERNATIONAL UNIVERSITY FEDERATION FOR THE LEAGUE OF NATIONS. (Fédération Universitaire Internationale pour la Société des Nations).—ADDRESS OF CENTRAL OFFICE: 88, rue de Varennes, Paris, France. DATE OF FOUNDATION: April, 1924, at Prague. PURPOSE: Provision during August and September in Geneva for an institute on the League of Nations. MEMBERSHIP: University student groups in Czechoslovakia, France, Germany, Great Britain and the United States. GOVERNING BODY: An assembly, an executive committee, and an executive secretary. OFFICERS: President, Capper-Johnson, Great Britain; Vice-Presidents, Jehlicka, Czechoslo-

vakia; Bertrand de Jouvenel, France; Kopf, Germany; Clyde Duniway, United States; Secretary, Robert Lange, France.

**INTERNATIONAL UNIVERSITY INFORMATION OFFICE.**—**ADDRESS:** Geneva, Switzerland. **DATE OF FOUNDATION:** 1923. **PURPOSE:** To collect and make use of information concerning the international aspects of university life and, in a lesser degree, concerning the organization and activities of higher education in the different countries; to be the executive organ of the League of Nations Committee on Intellectual Cooperation in all matters connected with university questions. **GOVERNING BODY:** League of Nations Committee on Intellectual Cooperation: Provisional Directing Board of International University Information Office: Chairman, M. de Reynold; Secretary, M. Opreescu; Messrs. Coleman, de Halecki, Luchaire. **FINANCE:** *Source of Income:* League of Nations. **ACTIVITIES:** Publication of "The Bulletin of the International University Information Office," 1924 to date, edited by the Director under the supervision of the Chairman of the Directory Board. See also "The League of Nations and Intellectual Cooperation," published by Information Section, League of Nations Secretariat, Geneva, Switzerland, 1923.

**ITALY-AMERICA SOCIETY.**—**ADDRESS OF CENTRAL OFFICE:** 25 West 43rd Street, New York City. **PURPOSE:** To further intellectual relations between Italy and the United States. **SCHOLARSHIPS AND FELLOWSHIPS:** Italy America Society Fellowship, for study in Italian universities, in field of Literature, History, Philosophy, Mathematics, and the Social Sciences, entitled, for 1925-26, the Eleanora Duse Fellowship, is open to men and women born in the United States of America or in Canada, who at the time of application are graduates of recognized colleges or professional schools, who possess a speaking and reading knowledge of Italian, and who have definite plans for research in an Italian university. Award is on basis of scholastic record, personality and other special qualifications. Annual stipend is \$1,200. For reasons of weight reappointment for one year is permitted. Apply before May 1st to Secretary, Italy-America Society, 25 West 43rd Street, New York City.

**KAHN FOUNDATION FOR THE FOREIGN TRAVEL OF AMERICAN TEACHERS.**—**ADDRESS OF CENTRAL OFFICE:** 531 West 116th Street, New York City. **DATE OF FOUNDATION:** January 6, 1911. **PURPOSE:** To secure for teachers of promise the advantages of foreign travel (not study). **GOVERNING BODY:** Board of Trustees: Edward D. Adams, Nicholas Murray Butler, Abbott Lawrence Lowell, Henry Fairfield Osborn, Henry S. Pritchett, Charles D. Walcott. **OFFICERS:** Edward D. Adams, Chairman; Frank D. Packenthal, Secretary. **FINANCE:** *Source of Income:* Annual gift from Founder. **ACTIVITIES:** (a) *Report:* Each fellow makes a report of his travels. These reports have, in the past, been published; (b) *Publications:*



Volume I—Nos. 1 and 2; Volume II—Nos. 1 and 2; Volume III—Nos. 1 and 2; Volume IV—Nos. 1 and 2; (c) *Scholarships and Fellowships*: 1911-1915: two fellows annually, with stipend of \$3,000 each; 1925-1926: one fellow, with stipend of \$5,000.

**LAURA SPELMAN ROCKEFELLER MEMORIAL.**—ADDRESS OF CENTRAL OFFICE: Room 2601, 61 Broadway, New York City. DATE OF FOUNDATION: October, 1918. PURPOSE: The Memorial is incorporated for general charitable and philanthropic purposes and is not limited geographically in its field of operations. The Memorial has acted internationally, in occasional emergency relief, in granting aid to organizations already operating internationally, and in providing international student fellowships in the social sciences. GOVERNING BODY: Board of Trustees. OFFICERS: President, John D. Rockefeller; Acting President, Arthur Woods; Secretary, W. S. Richardson; Treasurer, Louis G. Myers; Director, Beardsley Ruml. FINANCE: (a) *Funds and Income*: December 31, 1923: \$78,394,304.97; *Total Expenditure*, 1923: \$8,338,483.65. ACTIVITIES: (a) *Publications*: Annual Report; (b) *Scholarships and Fellowships*: Various international fellowships are granted to specially qualified postgraduate students in the social sciences; (c) *Awards and Grants in Field of International Educational Relations*: American Council on Education, 1924, \$35,000.

**LEAGUE OF NATIONS COMMITTEE ON INTELLECTUAL COOPERATION.**—ADDRESS OF CENTRAL OFFICE: Geneva, Switzerland. DATE OF FOUNDATION: 1922. PURPOSE: To study international questions of intellectual cooperation especially the facilitating of intellectual exchange among nations; to serve in an advisory capacity the Council and Assembly of the League. MEMBERS: President, Henri Bergson (France); Vice-President, Gilbert Murray (England); Prof. D. N. Bannerjee (India); Miss Christine Bonnevie (Norway); Dr. A. de Castro (Brazil); Mme. Curie-Sklodowska (Poland); M. Jules Destree (Belgium); Prof. Lorentz (Netherlands); Dr. R. A. Millikan (United States of America); Prof. A. Dopsh (Austrian correspondent); Dr. I. Nitobe, Under-Secretary General of the League, collaborates with this committee. FINANCE: *Source of Income*: The League of Nations. ACTIVITIES: *Conferences*: First meeting, Geneva, Switzerland, August 1-5, 1922. Subcommittees on (1) bibliography including exchange of publications; (2) inter-university relations; (3) protection of intellectual property. These held their first meetings in Paris in December, 1922. The Committee has made a survey of conditions of intellectual workers in different countries and possible measures for relief.

**THE LIBRARY FOR AMERICAN STUDIES IN ITALY.**—ADDRESS OF CENTRAL OFFICE: Palazzo Salviati, 271 Corso Umberto I, Rome. DATE OF FOUNDATION: June 18, 1918. Library opened to public, September, 1920. PURPOSE: Freely to provide in Italy authoritative published information upon all phases of national development

and present activities in the United States; to furnish in Rome a representative collection of books on Italy for use of American visitors; and to provide a place for bringing together representative Italians and Americans with a view to a better understanding and closer relationship between the two peoples. **MEMBERSHIP:** Individuals. **GOVERNING BODY:** *Trustees:* The American Ambassador to Italy (ex officio chairman), James Byrne, Captain Walton W. Cox, Walter S. Cramp, H. Nelson Gay (Honorary Director of the Library), Otto H. Kahn, Francis B. Keene, Henry Coit MacLean (Honorary Secretary and Treasurer). **FINANCE:** (a) *Sources of Income:* Subscriptions of individuals citizens of the United States; (b) *Classes of Membership and Respective Fees:* Life membership \$250; accumulative annual membership (five years) \$25; annual membership \$5. **ACTIVITIES:** (a) *Conferences:* Frequent conferences on educational, economic, and political topics. The Library cooperates closely with the Associazione Italo-Americana in the Palazzo Salviati; (b) *Publications:* Bulletin of the Library for American Studies in Italy: Rome, 1921-1924, 8°. No. 1. Address by Senator Rolandi Ricci, Italian Ambassador to Washington, delivered before the Associazione Italo-Americana, Rome, December 29, 1920. Address by the Hon. Robert Underwood Johnson, American Ambassador to Rome, delivered on the same occasion. No. 2. Elenco di oltre 300 pubblicazioni sulla parte avuta dall'Italia nella Grande Guerra. Di Giuseppe Fumagalli. No. 3. The American Mission to Rome for the bestowal of the Congressional Medal of Honor upon the Unknown Italian Soldier, January, 1922. No. 4. Scienza e fede nell'opera di Ralph Waldo Emerson. Conferenza tenuta all'Associazione Italo-Americana, Roma, il 27 aprile 1922, dal Prof. Carlo Formichi. No. 5. Addresses delivered at the Banquet offered on June 28, 1923, to the Hon. Richard Washburn Child, American Ambassador to Rome, and to the Hon. Benito Mussolini, Prime Minister of Italy. No. 6. Topical outline. Lectures on banking and financial organization in the United States. Given by Leland Rex Robinson, Ph.D., in the courses on Italo-American Commerce at the R. Istituto Superiore di Scienze Economiche e Commerciali, Rome, under the auspices of the Associazione Italo-Americana of Rome and the Italy America Society of New York, January-March, 1924. No. 7. List of Two Hundred and Twelve Volumes among the more important Recent Acquisitions of the Library for American Studies in Italy. No. 8. Check-List of current American Periodicals received at the Library for American Studies in Italy. Price of each bulletin lire 5. (c) *Other Forms of Activity:* The Library includes twelve thousand volumes and sixty American periodicals with full subject and author card catalogue. Through the Library of the University of Rome, books are made available to all the universities of Italy free of expense. The Library also serves as center for students in the Roman Summer School for

Americans founded in conjunction with the Associazione Italo-Americana of Rome under the auspices of the University of Rome. (22 American residents in 1924.) Also courses in Italo-American Commerce in conjunction with the same associazione and the R. Istituto Superiore di Commercio of Rome (79 Italian students registered in 1924.) In acquisition of books the library has received assistance from the Library of Congress, the Carnegie Endowment for International Peace, the American Library Association, numerous universities and libraries. It represents the American Library Association in circulating American periodicals in Italian libraries and the Garden Society of America in facilitating visits of Americans to monumental villas of Italy. Attendance, students, four-fifths of them Italians, was five thousand in 1924.

#### LUNCHEON CONFERENCE FOR SLAVONIC SCHOLARS.—

ADDRESS OF CENTRAL OFFICE: 11 Atkins Place, Medford Hillside, Massachusetts. DATE OF FOUNDATION: September, 1924. PURPOSE: To discuss Slavonic studies. MEMBERSHIP: About thirty colleges and institutions; about one hundred and fifty individuals. GOVERNING BODY: A temporary committee. OFFICERS: Archibald Cary Coolidge of Harvard University, Chairman of Conference; Arthur Irving Andrews, Tufts College, Secretary; Executive Committee: Frank A. Golder, University of California; Samuel N. Harper, University of Chicago; Robert J. Kerner, University of Missouri. CONFERENCES: First conference, December 30, 1924, Richmond, Virginia.

MORO FOUNDATION.—ADDRESS OF CENTRAL OFFICE: 342 Madison Avenue, New York City. DATE OF FOUNDATION: May 22, 1922. PURPOSE: To carry on educational and social service work among the Mohammedan Moros of Sulu, Philippine Islands. GOVERNING BODY: Trustees and members of the Executive Committee. OFFICERS: Rt. Rev. Charles H. Brent, President; Curtis J. Mar, Executive Secretary; John S. Leech, Treasurer. FINANCE: (a) *Sources of Income*: Voluntary subscriptions; (b) *Total Annual Expenditure*: About \$18,000. FORMS OF ACTIVITY: Willard Straight Agricultural and Industrial School for Moro Boys. The Moro Press, possessing the only Moro type in the world, has printed a Moro grammar.

NATIONAL ACADEMY OF DESIGN.—ADDRESS OF CENTRAL OFFICE: 175 West 109th Street, New York City. DATE OF FOUNDATION: 1825. PURPOSE: To cultivate and extend the Arts of Design. MEMBERSHIP: Academicians, 128; Associates, 147. GOVERNING BODY: The Council. OFFICERS: President, Edwin H. Blashfield; Vice-President, Harry W. Watrous; Corresponding Secretary, Charles C. Curran; Recording Secretary, Douglas Volk; Treasurer, Francis C. Jones. SOURCES OF INCOME: A few small endowments. ACTIVITIES: (a) *Conferences*: Meeting of Council twice a month during season; two business meetings of academicians; one meeting of academicians and associates; annual meeting of academicians; (b) *Publications*: School

circulars; exhibition catalogues; (c) *Scholarships and Fellowships*: In Schools: \$1,400. Mooney Traveling Scholarship—given every two years by Ella Mooney in memory of her father Edward Mooney; \$1,500 Joseph Pulitzer Traveling Scholarship annually for a student of the Academy schools recommended by the Council to the Advisory Board of Columbia University which holds fund in trust.

**NATIONAL BUREAU OF EDUCATIONAL CORRESPONDENCE.**—**ADDRESS OF CENTRAL OFFICE:** George Peabody College for Teachers, Nashville, Tennessee. **DATE OF FOUNDATION:** April, 1920. **PURPOSE:** To promote friendly letter exchange between students and secondary pupils of the United States and those of similar age and interests in foreign countries. **MEMBERSHIP:** Individual high school and college students. **GOVERNING BODY:** American Committee and foreign Ministries of Education. **OFFICERS:** Director, Alfred I. Roehm. **FINANCE:** (a) *Sources of Income:* Gifts of individuals; (b) *Annual Expenditure:* About \$1,000.00. **ACTIVITIES:** Students in foreign institutions who can read English and who desire friendly educational letter-exchange with students of similar age and sex in the United States are put in touch with such American students. The foreign student's name and address are sent to the American student who at once writes the initial letter. During the last five years, over one hundred and twenty thousand foreign students have corresponded with carefully selected Americans.

**NATIONAL COUNCIL ON FOREIGN SERVICE TRAINING.**—**ADDRESS OF CENTRAL OFFICE:** Washington, D. C. **DATE OF FOUNDATION:** 1916. **PURPOSE:** To study needs of Government and business for men and women for foreign service; to encourage educational preparation for foreign service; to aid in building an informed public opinion on matters relating to foreign relations. **MEMBERSHIP:** Men and women from fields of business, education and public service. **GOVERNING BODY:** Active members, fifteen; advisory, one hundred. **OFFICERS:** Chairman, Glen Levin Swiggett. **ACTIVITIES:** (a) *Conferences:* With National Educational Association, Pittsburgh, 1918; with American Association Urban Universities, Harvard University, 1919; with National Foreign Trade Council, Philadelphia, 1922, New Orleans, 1923, Boston, 1924; with American Economics Association, Chicago, 1924; Conferences of collegiate instructors, Chicago, 1922, Washington, 1923; with National Committee on Commercial Engineering, Washington, 1919, Pittsburgh, 1922; (b) *Report:* United States Bureau Educational Bulletin, 1921, No. 43; Boston Conference Report (to be printed); United States Bureau of Education Circular No. 11 and Bulletin, 1924, No. 21; United States Bureau of Education Bulletin, 1919, No. 58, and Bulletin, 1924, No. 16; (c) *Publications:* United States Bureau of Education Circulars Nos. 7, 9, 19, 20, 23; United States Bureau of Education Bulletin, 1921, No. 27, "Training for Foreign Service."

NATIONAL COUNCIL YOUNG MEN'S CHRISTIAN ASSOCIATION COMMITTEE ON FRIENDLY RELATIONS.—ADDRESS OF CENTRAL OFFICE: 347 Madison Avenue, New York City. DATE OF FOUNDATION: 1911. PURPOSE: To encourage Americans to be friends to students from other lands and to encourage students from other lands to make friends in America; to provide to student centers information about friendly relations work, and to give advice by mail to foreign students contemplating study in America and to meet them upon arrival here. GOVERNING BODY: Committee on Friendly Relations. OFFICERS: E. C. Jenkins, Chairman; C. D. Hurrey, General Secretary. FINANCE: (a) *Sources of Income*: Subsidy by foreign department of the Young Men's Christian Association and contributions by foreign students; (b) *Total Annual Expenditure*: \$40,500. ACTIVITIES: (a) *Conferences*: Summer Conferences 1925; Seabeck, Washington, June 12-22; Hollister, Missouri, June 5-15; Geneva, Wisconsin, June 12-21; Estes Park, Colorado, August 22-31; Blue Ridge, North Carolina, June 15-24; Silver Bay, New York, June 11-19; Waveland, Mississippi (Colored), April 27-May 4; Kings Mountain, North Carolina, (Colored) May 29-June 8; Blairstown, New Jersey (Preparatory), June 20-26; Student Secretaries Assembly, Camp Gray, Michigan, June 27-July 15; Bible Study Camp, Camp Gray, Michigan, July 17-August 3; (b) *Report*: Pamphlet report available on request; (c) *Publications*: The Foreign Student in America, \$1.75, published in March, 1925, edited by a commission; (d) *Scholarships and Fellowships*: An emergency loan fund for students who need temporary relief; (e) *Other Forms of Activity*: Helping the student from other lands to make his personal adjustments to life in this country.

NATIONAL RESEARCH COUNCIL.—ADDRESS OF CENTRAL OFFICE: Washington, D. C. DATE OF FOUNDATION: April, 1916. PURPOSE: To promote scientific research and the application and dissemination of scientific knowledge. MEMBERSHIP: Composed of individual members appointed by the President of the National Academy of Sciences, most of whom represent national scientific and technical societies of the United States. GOVERNING BODY: Executive Board. OFFICERS: Gano Dunn, Chairman; Vernon Kellogg, Permanent Secretary; George K. Burgess, Treasurer. COMMITTEE ON INTERNATIONAL RELATIONS: Chairman, Division of Foreign Relations, Dr. R. A. Millikan; Foreign Secretary, National Academy of Sciences. FINANCE: (a) *Sources of Income*: Endowment and gifts. (b) *Total Annual Expenditure*: About \$500,000. ACTIVITIES: (a) *Report*: Annual report presented through the National Academy of Sciences to Congress, prepared by the Permanent Secretary and distributed to a limited extent without charge; (b) *Publications*: Bulletin Series—forty-eight published to date; Reprint and Circular Series—sixty published to date; Miscellaneous publications—more than two hundred. Prices of bulletins and re-

prints vary according to size and cost of manufacture; (c) *Scholarships and Fellowships*: Three series of research fellowships in physics, chemistry, mathematics, biological sciences, medical sciences, respectively. Total about one hundred fellowships each year.

**THE NETHERLAND-AMERICA FOUNDATION, INCORPORATED.**—ADDRESS OF CENTRAL OFFICE: 17 East 42nd Street, New York City. DATE OF FOUNDATION: May 10, 1921. PURPOSE: "To forward and develop the educational, literary, artistic, scientific, historical and cultural relationships between the United States of America and the Kingdom of the Netherlands, with a view to promoting mutual understanding and deepening friendship between the two countries." MEMBERSHIP: Largely individual; a few institutions; Institute of International Education, Knickerbocker Club of Chicago, Knickerbocker Club of Grand Rapids, Bendoracht Maakt Macht, etc. Number 211. GOVERNING BODY: Board of eighteen Directors. OFFICERS: Honorary President, Edward W. Bok; President, Irving T. Bush; Vice-Presidents, William C. Redfield, William Gorham Rice, Franklin D. Roosevelt, W. van Doorn; Executive Director and Secretary, G. Evans Hubbard; Publications Director, A. J. Barnouw; Treasurer, Central Union Trust Company. FINANCE: (a) *Sources of Income*: Membership dues; guarantees of founders; (b) *Classes of Membership and Respective Fees*: Founders, \$1,000; Life Members, \$500; Patrons, \$100 a year; Members, \$10 a year; (c) *Total Annual Expenditure*: About \$10,000. ACTIVITIES: (a) *Publications*: "Monthly Letter" to members by Dr. A. J. Barnouw, discontinued March, 1925; "News Letter"—issued March, June, October, 1924—discontinued; "The Half Moon"—trial issue March, 1925; (b) *Scholarships and Fellowships*: Occasional assistance to students from the Netherlands studying in America. Apply: Nederlandsch-Amerikaansche Fundatie, The Hague, Holland; Scholarships in Dutch Universities may be applied for through the Netherlands-America Foundation, New York.

**OFFICE NATIONAL DES UNIVERSITÉS ET ÉCOLES FRANÇAISES.**—ADDRESS OF CENTRAL OFFICE: 96, boulevard Raspail, Paris, France. American Office, 1819 Broadway, New York City. DATE OF FOUNDATION: 1910. PURPOSE: To make known outside of France the educational resources of France especially in the field of higher education, and to encourage in every way the use of these resources. GOVERNING BODY: Council of which Senator Paul Doumer is chairman. OFFICERS: Director, Charles Petit-Dutaillis, Inspector General of Public Instruction; Adjunct Director for Countries of Slavic or Germanic languages, Professor Louis Eisenmann; Adjunct Director for the United States, M. Firmin Roz; Adjunct Director for England, M. Desclos; Director in the United States, J. J. Champenois. ACTIVITIES: (a) *Publications*: "Documents concernant l'Expansion Scientifique et Universitaire de la France; Rapports publiés par l'Office

des Universités; Instituts français a l'étranger; Mission en Roumanie; Lois et Règlements Concernant la situation des professeurs détachés; Conventions et accords universitaires et scolaires; Etudiants étrangers en France; Equivalences; Examen spécial"—Paris, 1923; (b) *Scholarships and Fellowships*: Scholarships and Fellowships in French universities for American born men and women; scholarships in American colleges and universities for French men and women.

PAN AMERICAN EDUCATIONAL CONGRESS.—ADDRESS OF CENTRAL OFFICE: Universidad de Chile, Santiago, Chile. DATE OF FOUNDATION: The Congress was provided for by a resolution adopted by the Fifth International Conference of the American States at Santiago, Chile, April 28, 1923. PURPOSE: To study educational problems, both national and international. MEMBERSHIP: Educational institutions and associations, both official and private, in the countries of the Pan American Union. GOVERNING BODY: The Government of Chile appoints the organizing committee and prepares the preliminary program and regulations. OFFICERS: Permanent officers to be elected by the Congress itself. CONFERENCE: Date of Congress, first or second week of August, 1926. A pamphlet published by the Pan American Union gives the tentative program sent out by the organizing committee of the Congress.

PAN AMERICAN UNION.—ADDRESS OF CENTRAL OFFICE: Washington, D. C. DATE OF FOUNDATION: 1890, by a resolution of the First Pan American Conference, Washington, 1889-90. PURPOSE: To develop and advance commerce, friendly intercourse, good understanding and peace among the twenty-one American Republics. MEMBERSHIP: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Salvador, United States, Uruguay and Venezuela. GOVERNING BODY: Governing Board, composed of the Secretary of State of the United States and the diplomatic representatives in Washington of the other American governments. OFFICERS: Director General, Dr. L. S. Rowe; Assistant Director, Dr. Esteban Gil Borges. SOURCES OF INCOME: Quotas contributed by each country, based upon population. ACTIVITIES: (a) *Conferences*: First international conference of the American States, Washington, October 2, 1889-April 19, 1890; second international conference of the American States, Mexico, October 22, 1901-January 22, 1902; third international conference of the American States, Rio de Janeiro, July 21-August 26, 1906; fourth international conference of the American States, Buenos Aires, July 12-August 30, 1910; fifth international conference of the American states, Santiago, Chile, March 25-May 3, 1923; (b) *Report*: "Report to the Governments of the Republics, Members of the Pan American Union, on the work of the Union since the close of the Fourth International Conference of American States, covering the period 1910

to 1923, submitted by the Director General . . . Washington, January, 1923." Confidential annual reports are submitted to the Governing Board; (c) *Publications*: Bulletin of the Pan American Union published monthly in English, Spanish and Portuguese; special reports and descriptive pamphlets on various Pan American subjects; publications may be secured from the Director General.

**PAN-PACIFIC UNION.**—**ADDRESS OF CENTRAL OFFICE:** Honolulu. **PURPOSE:** To promote friendly cooperation among leaders of thought and action in Pacific lands. **MEMBERSHIP:** Representatives of all Pacific races. **OFFICERS:** Honorary Presidents; Calvin Coolidge, President of the United States; S. M. Bruce, Prime Minister of Australia; W. F. Massey, Prime Minister of New Zealand; Tsao Kun, President of China; Prince I. Tokugawa, President of the House of Peers, Japan; W. L. Mackenzie King, Prime Minister of Canada; His Majesty, Ramavi, King of Siam. Honorary Vice-Presidents: Frank Kellogg, Secretary of State, United States; Dr. L. S. Rowe, Director-General, Pan American Union; Leonard Wood, Governor-General of the Philippines; John D. Oliver, Premier of British Columbia; Dr. D. Pock, Governor-General of Netherlands East Indies; Scott C. Bone, Governor of Alaska; Viscount Shibusawa, Japan, and the Premiers of the Australian States. President, Wallace R. Farrington, Governor of Hawaii; Director, Alexander Hume Ford, Honolulu. **SOURCES OF INCOME:** In part supported by government appropriations. **CONFERENCES:** Conferences of leaders in all lines of thought and action in Pacific lands. Pan-Pacific Scientific congress: 1920, Honolulu; Tokyo, 1926. Pan-Pacific Food Conservation Congress: 1924, Honolulu. Pan-Pacific Commercial Congress: Seattle, 1925. Pan-Pacific Ethical Conference: Honolulu, 1929.

**PAX ROMANA: INTERNATIONAL CATHOLIC STUDENTS ASSOCIATION.**—**ADDRESS OF CENTRAL OFFICE:** 30 Gambach, Fribourg, Switzerland. **DATE OF FOUNDATION:** July 21, 1921. **PURPOSE:** To diffuse catholic ideas in all branches of knowledge; to organize relations between catholic student groups in different countries; to study vital questions of religion, philosophy and science from the catholic point of view. **MEMBERS:** Twenty-three national associations. **GOVERNING BODY:** Permanent committee of five. **FINANCE:** *Source of income:* Dues of the national associations. **ACTIVITIES:** *Conferences. Publications:* A periodical is in preparation.

**PENFIELD FOUNDATION.**—**ADDRESS OF CENTRAL OFFICE:** Dean of the Graduate School, University of Pennsylvania. (There is a similar foundation at New York University and at the Catholic University of America.) **DATE OF FOUNDATION:** 1922. **PURPOSE:** To provide the means of furthering advanced work in International Law and Diplomacy. **FINANCE:** Sources of Income: Bequest of Frederic Courtland Penfield, Jr., amounting to \$80,000. **SCHOLARSHIPS AND**



**FELLOWSHIPS:** Two scholarships of annual value of \$2,000 each in diplomacy, international affairs and belles-lettres, to holders of baccalaureate degree who have had at least one year of graduate work, who possess knowledge of two European languages other than English, and otherwise satisfy requirements made by the University of Pennsylvania. Apply before March 1 to Dean of Graduate School, University of Pennsylvania.

**PERSIA SOCIETY.**—ADDRESS OF CENTRAL OFFICE: 110 E. 42nd Street, New York City. **PURPOSE:** To promote the sympathetic and friendly relations now existing between the United States and Persia; to diffuse among the American people a more accurate knowledge of the people of Persia, their history, aims, ideals, sciences, industries and economic conditions; to encourage the study of Persian art, poetry and literature; to encourage the education of Persian students in the United States; to make better known to each other, the people of the United States and of Persia, and of the Middle East generally, through personal intercourse, lectures and the dissemination among the members of the society of interesting and worthwhile information relating to Persia and the Persians. **OFFICERS:** Honorary President, Merza Hussein Khan Ali, former Persian Minister to the United States; President, Harry Pratt Judson, Chicago; Vice-Presidents, Charles Wells Russell, Thomas C. Perkins, A. V. Williams-Jackson, Morgan Schuster; Treasurer, Maurice Wertheim; Secretary, Edward Ewing Pratt. **FINANCE:** *Source of Income:* Dues of members. **ACTIVITIES:** Bulletins and publications.

**PHELPS STOKES FUND.**—ADDRESS OF CENTRAL OFFICE: 101 Park Avenue, New York City. **DATE OF FOUNDATION:** 1911. **PURPOSE:** According to the will of the founder, Miss Caroline Phelps Stokes: "for the erection or improvement of tenement house dwellings in New York City for the poor families of New York City, and for educational purposes in the education of negroes both in Africa and the United States, North American Indians and needy and deserving white students." **GOVERNING BODY:** Self-perpetuating board of eleven trustees. **OFFICERS:** President, Rev. Anson Phelps Stokes; Vice-President, Dr. James H. Dillard; Secretary, T. N. Phelps Stokes; Treasurer, T. Louis Slade. **COMMITTEE ON EDUCATION:** Anson Phelps Stokes, Chairman; Thomas Jesse Jones, Ph.D., Educational Director; Chancellor Elmer Brown; Dr. James H. Dillard; Miss Helen Phelps Stokes. **FINANCE:** (a) *Sources of Income:* Endowment; (b) *Total Annual Expenditure:* About \$50,000. **ACTIVITIES:** (a) *Report:* "Educational Adaptations—Report of Ten Years' Work of the Phelps Stokes Fund, 1910-1920" (available on application); (b) *Publications:* "Negro Education in the United States," 2 vol., printed by the United States Department of Education; "Education in Africa" (1922), \$1.00; "Education in East Africa" (1925), \$1.00; (c) *Scholarships and Fellow-*

*ships*: Fellowships for the study of the Negro Problem have been established through endowments at the Universities of Georgia and Virginia; (d) *Awards and Grants in Field of International Educational Relations*: Annual grants are made to enable African educators—white and black—to visit and study in the United States. About \$2,500 a year is commonly spent in this way; (e) *Other Forms of Activity*: The Fund specializes in inter-racial work and in negro education in the United States and Africa.

**PHI BETA KAPPA.**—ADDRESS OF CENTRAL OFFICE: 145 West 55th Street, New York City. DATE OF FOUNDATION: 1776. FOREIGN ACTIVITIES: Phi Beta Kappa Alumni Associations have been formed abroad as follows: Syrian Alumni Association, 1912; Secretary, Prof. Asad Rustum, American University, Beirut, Syria. Phi Beta Kappa in Japan, 1914; Secretary, Mark R. Shaw, 3 Aoyama Gakuin, Tokyo, Japan. British-American Phi Beta Kappa Association; President, the Right Honorable the Earl of Balfour; Vice-Presidents, C. M. Gayley and J. Arthur Barratt; Secretaries, Capt. Clare M. Torrey and R. H. Simpson, 50 Russell Square, London W. C. 1, England.

**"POLAND—A PUBLICATION AND A SERVICE."**—ADDRESS OF CENTRAL OFFICE: 953 Third Avenue, New York City. DATE OF FOUNDATION: May, 1920. PURPOSE: Dispensation of facts, figures and information regarding Polish life, business and current conditions, including science, literature and education. MEMBERSHIP: Approximately seventy-five individuals, institutions and commercial organizations. GOVERNING BODY: The American Polish Chamber of Commerce and Industry in the United States, Inc. OFFICERS: President, F. de St. Phalle; Vice-President, H. S. Demarest; Vice-President, John F. Smulski; Vice-President, Edward Prizer; Treasurer, J. Philip Bird; Secretary, W. Eric Lord; Assistant Secretary, W. Laird Stabler. FINANCE: (a) *Sources of Income*: Membership contributions, subscriptions and advertising; (b) *Classes of Membership and Respective Fees*: Sustaining Membership, Class AA, annual dues \$1,000; sustaining membership, Class A, annual dues \$500; regular membership \$100; associate membership, \$25; correspondent membership, \$10. ACTIVITIES: (a) *Conferences*: Quarterly meetings of the Board of Directors and one Annual meeting for all members; (b) *Publications*: "Poland" (a monthly magazine). Editor—Clarence H. Dawson. Six volumes and three numbers have been issued. Some back numbers are on hand, but complete sets of back numbers are no longer available. The subscription price is \$2.50 per year.

**POLISH-AMERICAN SCHOLARSHIP COMMITTEE.**—ADDRESS OF CENTRAL OFFICE: 10 Alpine Street, Cambridge, Mass. DATE OF FOUNDATION: September, 1924. PURPOSE: To encourage and aid the exchange of students and professors between Poland and the United States of America. MEMBERSHIP: Individuals, institutions, societies

and associations making an annual payment of at least \$5.00. **GOVERNING BODY:** Committee consisting of seven members. **OFFICERS:** His Excellency, Ladislaus Wroblewski, Minister of Poland in the United States, President; Samuel M. Vauclain, President; Henry N. MacCracken, C. Dziadulewicz, C. W. Sypniewski, Vice-Presidents; John F. Smulski, Treasurer; Stephen P. Mizwa, Secretary. **FINANCE:** (a) *Sources of Income:* Membership dues and donations or single contributions; (b) *Classes of Membership and Respective Fees:* Ordinary members, \$5.00 to \$50.00 per year; sustaining members, \$50.00 to \$1,000.00 per year; life members, single contribution of at least \$1,000.00; (c) *Total Annual Expenditure:* About \$6,000.00. **ACTIVITIES:** (a) *Report:* For constitution—indicating the conditions of award of scholarships, etc.—apply to Executive Secretary; (b) *Scholarships and Fellowships:* Polish-American Scholarship Committee Scholarships, \$500 per year, from one to three years. Apply to Executive Secretary before the first of February preceding the school year for which scholarship is sought; (c) *Exchange Professorships:* Negotiations are now in progress with one American professor who is to go to the University of Krakow, Poland, for the year 1925-26, for the purposes of teaching English and English Literature and of studying Polish and Polish Literature; (d) *Awards and Grants in Field of International Educational Relations:* 1924-5, nine students from Poland have been granted scholarships, \$500 each and transportation charges, to study at Dartmouth, Amherst, Harvard, Yale, Syracuse, and Columbia University; (e) *Other Forms of Activity:* The Committee gladly furnishes information to American students about the educational opportunities in Poland, and to Polish students about American educational opportunities.

**RHODES TRUST.**—**ADDRESS OF CENTRAL OFFICE:** Seymour House, Waterloo Place, London, S. W. 1. **Office of American Secretary,** Swarthmore, Pennsylvania. **DATE OF FOUNDATION:** 1902. **PURPOSE:** To maintain scholarships for men from all the English-speaking countries of the world at the University of Oxford. **GOVERNING BODY:** Trustees: Lord Milner, Rudyard Kipling, Lord Lovatt, K. C. M. G., Sir Otto Beit, K. C. M. G., and Rt. Hon. L. C. M. S. Amery, P. C. **OFFICERS:** Lord Milner, Chairman of the Trustees; Sir Edward Grigg, Secretary; F. J. Wylie, Oxford Secretary; President Frank Aydelotte, American Secretary; J. M. MacDonnell, M. C., Canadian Secretary; J. C. V. Behan, Australian Secretary; P. T. Lewis, Esq., M. C., South African Secretary. **SOURCES OF INCOME:** Endowment. **ACTIVITIES:** (a) *Report:* Issued each year about January 1 and distributed free of charge; (b) *Publications:* Record of the Rhodes Scholars 1904-16, by F. J. Wylie; Annual Report; (c) *Scholarships and Fellowships:* One hundred and ninety fellowships at the University of Oxford; stipend £350. Apply to President Frank Aydelotte, Swarthmore College, Swarthmore, Pennsylvania.

ROCKEFELLER FOUNDATION.—ADDRESS OF CENTRAL OFFICE: 61 Broadway, New York City. DATE OF FOUNDATION: Chartered May 14, 1913. PURPOSE: "To promote the well being of mankind throughout the world." MEMBERSHIP: Individuals. GOVERNING BODY: Board of Trustees. OFFICERS: FINANCE: (a) *Sources of Income*: Invested funds; (b) *Total Expenditure*, 1924: \$7,288,823. ACTIVITIES: (a) *Report*: Annual report available on request; latest issue 1923; (b) *Publications*: Annual Reports; President's Review (annual); Reports of International Health Board and China Medical Board; Bulletins on Medical Education; Special Reports; (c) *Scholarships and Fellowships*: Fellowships in graduate medicine and public health. Total number of fellowship holders since beginning of program, one thousand five hundred three. Fellowships awarded to fit men for administrative and teaching posts in connection with governments or institutions with which the Foundation is working. Individual cases dealt with; no established system of fellowships; no public announcements made; (d) *Exchange Professorships*: Visiting professors to medical teaching institutions, chiefly to Peking Union Medical College; (e) *Awards and Grants in Field of International Educational Relations*: Work of Foundation in its particular fields is world-wide.

RUSSIAN STUDENT FUND, INC.—ADDRESS OF CENTRAL OFFICE: 347 Madison Avenue, New York City. DATE OF INCORPORATION: April 10, 1923. PURPOSE: To aid worthy Russian refugee students of high personal qualifications, who take no part in any political activities, to secure vocational training in American colleges and universities, so that these American trained men and women may become the industrial and scientific leaders in future Russian reconstruction. The Russian Student Fund, Inc., is an American organization which believes that the young refugee students who are now in America should be assisted to study engineering, agriculture, education, business, etc., so that they can become the connecting link between America and the Russia of the future. It is believed that actual reconstruction will begin when these trained Russians can return to their country and work regardless of past political preferences. GOVERNING BODY: Board of Directors. OFFICERS: Norman H. Davis, Chairman; Frank L. Polk, Vice-Chairman; Anson W. Burchard, Treasurer; Alexis R. Wiren, Executive Secretary. FINANCE: (a) *Sources of Income*: Voluntary contributions from American individuals and organizations; (b) *Total Annual Expenditure*: 1923-24, \$56,781.58. ACTIVITIES: (a) *Publications*: The Russian Student, published each month of the academic year. First issued November, 1924. This paper is sent to all students, graduates, contributors, and those interested in the work of the Russian Student Fund, Inc.; (b) *Scholarships and Fellowships*: Approximately one-half of the one hundred and fourteen students aided have free tuition scholarships in American colleges and univer-

sities; (c) *Awards and Grants in Field of International Educational Relations*: One hundred and fourteen students are now being assisted. Assistance is given in monthly instalments for living expenses, and in cases where students do not have free tuition scholarships, tuition and fees are paid to the Universities by the Fund. The average monthly assistance is \$55.00. The amount granted depends upon the individual's earnings and ability to earn a part of his expenses while studying; (d) *Other Forms of Activity*: Effort is made to put students in touch with the best of American life so that they will be true interpreters of American ideals and culture. After graduation or withdrawal from the college, students repay the amounts in monthly instalments. The refunds are used to help other students.

**SMITH COLLEGE COMMITTEE ON EXCHANGE OF STUDENTS WITH FOREIGN COUNTRIES.**—ADDRESS: Northampton, Massachusetts. DATE OF FOUNDATION: 1925. PURPOSE: To offer Smith College students an opportunity to spend the third college year in study in France under supervision of a member of the Smith College faculty. GOVERNING BODY: Trustees and Faculty of Smith College. OFFICERS: The Dean of the Junior Class, the chairman of Committee on Exchange of Students with Foreign Countries, and two members of the French Department. Dean of the students in France, Dr. Cattànès. ACTIVITIES: Students must have completed all required courses and must have been in residence in sophomore year; French must be elected as the major subject; students will take at the Sorbonne or other approved institutions courses from a list approved by the department of French and the Dean's committee; students will live in private families but will be in charge of a member of the Smith College faculty; examinations will be given at the end of each semester by professors of the French institutions or by the member of the faculty in charge or by both, and in case of a difference of opinion in grading, Smith will have final authority; fees are those of students in the Junior year at Smith and students will pay their own traveling expenses.

**STUDENTS' INTERNATIONAL UNION.**—ADDRESS OF CENTRAL OFFICE: Geneva, Switzerland. DATE OF FOUNDATION: 1924. PURPOSE: To afford at the headquarters of the League of Nations a center for students of all nations. OFFICERS: President, Gilbert Murray; Vice-presidents, Mrs. Alexander M. Hadden; William Rappard; Treasurer, William Fatio; Secretary, Corliss Lamont; Associate Director, Conrad Hoffman; Hostess at headquarters, Mrs. Charles Zeublin. FINANCE: (a) *Sources of Income*: Membership fees and gifts; (b) *Classes of Membership and Respective Fees*: Founders, \$1,000 during a single year; Sustaining Members, \$100 annually; Organization Members, \$25 annually; Associate Members, \$10 annually; Student Members, \$1 or more annually. ACTIVITIES: A social and educational student headquarters affording meeting rooms, library, reading room, service bureau,

TOKYO IMPERIAL UNIVERSITY: HEPBURN CHAIR.—ADDRESS OF CENTRAL OFFICE: Tokyo, Japan. DATE OF FOUNDATION: 1917. PURPOSE: To encourage study of American life, ideals, and institutions among students of University of Tokyo and to promote mutual understanding between Japan and the United States. OFFICER: Professor Yasaka Takagi. SOURCES OF INCOME: Endowment by Mr. A. Barton Hephurn of the Chase National Bank, New York. ACTIVITIES: (a) *Publications*: Lectures delivered on the Foundation; (b) *Other Forms of Activity*: 1925: Course of lectures on American Political History by Professor Ynsaka Takagi. Occasional lectures in addition by Professor Allen Johnson, Yale University, and others.

UNION OF INTERNATIONAL ASSOCIATIONS.—ADDRESS OF CENTRAL OFFICE: Palais Mondial, Brussels, Belgium. DATE OF FOUNDATION: 1906. PURPOSE: To work for a world organization founded on common humanity; for that purpose to federate international associations; to develop the spirit of internationalism. MEMBERS: One hundred and fifty associations. GOVERNING BODY: Permanent committee; world congress. OFFICERS: General Secretaries: M. La Fontaine and P. Otlet. FINANCE: *Source of Income*: Annual grant by Carnegie Foundation, government subsidies, dues, and gifts. ACTIVITIES: (a) *Conferences*: 1910, 1913, 1920; (b) *Publications*: "La Vie internationale," monthly to 1914; "L'Annuaire de la Vie internationale," two volumes 1908-9 and 1909-11; proceedings of the conferences. "Le Code des Voeux et Resolutions des congres internationaux." (c) *Other Activities*: museum; library; bibliographical catalogue of international documents; an office for translation, exchange, and information; an "International Center"; in 1920, the "International University; in 1922, the "Quinzaine internationale."

UNITED STATES BUREAU OF EDUCATION.—ADDRESS OF CENTRAL OFFICE: Washington, D. C. DATE OF FOUNDATION: March 2, 1887. PURPOSE: To collect and disseminate statistics and general information showing the condition and progress of education in the United States and in foreign countries; to advise State, county, and local school officers as to the administration and improvement of schools; and otherwise to promote the cause of education. The Bureau has charge of schools for native children of Alaska and of the support and medical relief of natives of Alaska; it supervises the reindeer industry in Alaska; it also supervises the expenditure of Federal appropriations for colleges of agriculture and mechanic arts. GOVERNING BODY: Under general supervision of the Secretary of the Interior. OFFICERS: John J. Tigert, Commissioner of Education; George F. Zook, Assistant to the Commissioner and Chief of Division of Higher Education; L. A. Kalbach, Chief Clerk. Staff: Ninety-nine in Washington, D. C.; two hundred sixty-three in field service. SECTION OF FOREIGN EDUCATIONAL SYSTEMS: James F. Abel in charge, under general

supervision of George F. Zook. **FINANCE:** (a) *Sources of Income:* Congressional Appropriations; (b) *Total Annual Budget for 1926:* \$794,495, of which \$571,895 is for work in Alaska. **ACTIVITIES:** (a) *Conferences:* Conferences from time to time on various phases of education such as illiteracy, platoon plan of school, rural education, commercial education, industrial education, junior colleges, etc.; (b) *Other Forms of Activity:* One of the most important phases of the Bureau's work is the making of surveys or studies of educational systems and institutions at the request of local school officers.

**UNITED STATES BUREAU OF IMMIGRATION.**—**ADDRESS OF CENTRAL OFFICE:** 1712 G Street N.W., Washington, D. C. **DATE OF FOUNDATION:** Immigration Service officially created by Act of March 3, 1891. **PURPOSE:** To enforce immigration laws and "Treaty, Laws and Regulations Governing the Admission of Chinese." **OFFICERS:** W. W. Husband, Commissioner-General; G. E. Tolman, Assistant Commissioner-General. **REPORT:** Annual Report of Commissioner-General; Monthly Statistical Report (showing inward and outward passenger movement); no charge for these publications.

**UNIVERSITIES BUREAU OF THE BRITISH EMPIRE.**—**ADDRESS OF CENTRAL OFFICE:** 50 Russell Square, London. **DATE OF FOUNDATION:** 1912. **PURPOSE:** To summon Congresses of the Universities of the Empire and Conferences of the Universities of the United Kingdom to correspond with the Universities of foreign countries and generally to conduct such business as the Universities of the United Kingdom and the Universities of the Empire have in common. **GOVERNING BODY:** Committee of seven representatives of the universities of the United Kingdom and seven representatives of the universities of the Empire overseas. **OFFICERS:** Chairman, Principal Sir George Adam Smith; Treasurer, Principal Sir E. Cooper Perry; Secretary Alexander Hill. **FINANCE:** *Source of Income:* Funds supplied by the Universities of the Empire. **ACTIVITIES:** (a) *Report:* Report of the Universities of the Empire; (b) *Publications:* Yearbook of the Universities of the Empire; Reports of meetings of Congress and Conferences; Various pamphlets relating to the regulations, etc.

**UNIVERSITY OF DELAWARE COMMITTEE ON UNDERGRADUATE FOREIGN STUDY.**—**ADDRESS OF CENTRAL OFFICE:** University of Delaware, Newark, Delaware, and 6 Rue Leneveux Paris XIV, France. **DATE OF FOUNDATION:** May, 1923. **PURPOSE:** To supervise and control undergraduate study in foreign countries; to formulate policies and methods subject to approval of the University Faculty. **MEMBERSHIP:** President Walter Hulihan, Chairman; Dean George E. Dutton; Dean Winifred J. Robinson; Professor W. M. Patterson; Professor G. H. Ryden; Professor G. E. Brinton; A. G. Wilkin-son; Business Administrator; Professor R. W. Kirkbride, in Charge of Foreign Study Bureau, 6 Rue Leneveux, Paris. **GOVERNING BODY:**

Board of Trustees, University of Delaware. **FINANCE:** (a) *Sources of Income:* Student fees and \$5,000 annual subsidy from The Service Citizens of Delaware; (b) *Total Annual Expenditure:* \$5,000 plus student fees. **ACTIVITIES:** (a) *Conferences:* Periodic meetings to receive reports on progress of students of the University abroad and to pass on applications of students desiring to spend a year abroad; (b) *Report:* in form of University bulletin gives details of foreign study plan for France and results obtained by the students in France, July, 1923 to July, 1924. Copy will be sent on request. (c) *Publications:* Educational Record, January, 1924; Association of American Colleges, Bulletin, Volume X, No. 2, Part I; Proceedings of the National Association of State Universities, Vol. XXI.

**WALTER HINES PAGE SCHOOL OF INTERNATIONAL RELATIONS.**—**ADDRESS OF CENTRAL OFFICE:** 111 Broadway, New York City. **DATE OF FOUNDATION:** Committee formed in 1924. **PURPOSE:** To establish at Johns Hopkins University a graduate school of international relations in memory of Walter Hines Page. **GOVERNING BODY:** Trustees. **OFFICERS:** Chairman, Owen D. Young. **FINANCE:** Committee is seeking one million dollars for endowment, to provide professorships, fellowships and libraries.

**WILLIAM AND MARY FOREIGN SUMMER SCHOOLS.**—**ADDRESS OF CENTRAL OFFICE:** The College of William and Mary in Virginia, Williamsburg, Virginia. **DATE OF FOUNDATION:** 1924. **PURPOSE:** To afford American students an opportunity to travel and study in foreign countries. **GOVERNING BODY:** Trustees and Faculty of William and Mary in cooperation in 1925 with the University of Toulouse and the National University of Mexico. **OFFICERS:** Director of the School in Europe: Prof. Charles Clifton Fichtner; Supervisor of English Courses in Europe, Edward M. Gwathmey; Supervisor of French Courses in Europe, John Coriden Lyons; Director of the School in Mexico, Prof. Carlos Eduardo Castaneda. **ACTIVITIES:** (1) *Summer School in Europe:* Academic work will count toward diplomas of the University of Toulouse, teaching certificates of the Alliance Française and degrees of the College of William and Mary. The group will leave New York, June 17, and return, September 11. Tuition \$80; other expenses will average \$600. (2) *Summer School in Mexico:* Courses in Spanish at the National University of Mexico and courses with lectures in English by Professor Castaneda will carry full credit at the College of William and Mary. The group will leave New York, June 28, and return September 5. Tuition \$80; other expenses \$450.

**WILLARD STRAIGHT RESEARCH FELLOWSHIP FOR STUDY IN CHINA.**—**ADDRESS OF CENTRAL OFFICE:** Institute of International Education, 522 Fifth Avenue, New York City. **GOVERNING BODY:** Roger S. Greene, Director of the China Medical Board, Rockefeller Foundation; Kenneth S. Latourette, Yale University;



R. V. D. Magoffin, New York University; Paul Monroe, Columbia University; Mary E. Wooley, President of Mount Holyoke College; Stephen P. Duggan, Director of Institute of International Education. A Committee in China gives oversight and direction to the studies of the Fellow. **FINANCE:** (a) *Sources of Income:* Gift of Mrs. Willard Straight; (b) *Total Annual Expenditure:* \$2,000 a year (amount of Fellowship). **FELLOWSHIP:** This research fellowship is open to American citizens, men or women, with satisfactory health records; who hold bachelor's degrees and have made special study of Chinese subjects, either through residence in China or through graduate or undergraduate study in this country; who possess a definite purpose to specialize on China with a view to taking as a life work either research in China, or teaching Oriental subjects, or journalism dealing with Far Eastern subjects; and who agree to give their entire time for the duration of the fellowship (three years) to the study of Chinese subjects unless otherwise permitted by the Committee. Apply to Institute of International Education, 522 Fifth Avenue, New York.

**WORLD ASSOCIATION FOR ADULT EDUCATION.**—**ADDRESS OF CENTRAL OFFICE:** 13 John Street, Adelphi, London, W. C. 2. **DATE OF FOUNDATION:** 1918. **PURPOSE:** To promote adult education; to cooperate with institutions concerned therewith throughout the world; to establish a central information office; to facilitate the study of questions concerning adult education by means of publications and international conferences. **MEMBERS:** Organizations and individuals in every land. **GOVERNING BODY:** Council of 30 members. **OFFICERS:** President of the Association, Thomas G. Masaryk, President of the Czechoslovak Republic; President of the Council, Albert Mansbridge; Treasurer, Charles Wase; Secretaries, Horace Fleming, Miss Dorothy W. Jones. **FINANCE:** *Sources of Income:* Dues of members and gifts. **ACTIVITIES:** Publication of a quarterly bulletin; correspondence; education of sailors by means of circulating libraries on vessels of the merchant marine.

**WORLD FEDERATION OF EDUCATION ASSOCIATIONS.**—**ADDRESS OF CENTRAL OFFICE:** Augusta, Maine. **DATE OF FOUNDATION:** 1923. **PURPOSE:** To secure international cooperation in educational enterprises, to foster the dissemination of information concerning education in all its forms among nations and peoples, to cultivate international good-will and to promote the interests of peace throughout the world. **MEMBERSHIP:** Organic membership of associations of national scope. **GOVERNING BODY:** Board of Directors. **OFFICERS:** President, Augustus O. Thomas, Augusta, Maine; Secretary, Charles H. Williams, Columbia, Missouri; Vice-Presidents, P. W. Kuo, Shanghai, China, and E. J. Sainsbury, Ditton Surrey, England. **COMMITTEE ON INTERNATIONAL RELATIONS:** To be appointed. **SOURCES OF INCOME:** Membership fees and donations. **ACTIVITIES:** (a) *Conferences:*

Biennial meeting, July 20-28, 1925, Edinburgh, Scotland; (b) *Awards and Grants in Field of International Educational Relations*: The Federation offered a \$25,000 award for the educational plan best calculated to produce world concord. The award was given to Dr. David Starr Jordan.

**WORLD'S SUNDAY SCHOOL ASSOCIATION.**—ADDRESS OF CENTRAL OFFICE: Metropolitan Tower, 1 Madison Avenue, New York City. DATE OF FOUNDATION: 1889. PURPOSE: To found and maintain Sunday schools in all countries. MEMBERS: 300,000 Sunday schools with 30,000,000 members and 3,000,000 teachers. GOVERNING BODY: Executive Committee of whom 60 belong to the United States and 60 to other countries. OFFICERS: President, J. J. MacLaren, Toronto, Canada; Secretary, W. G. Laudes, New York; Treasurer, Paul Sturtevant, New York. FINANCE: *Sources of Income*: Gifts and contributions of churches and Sunday Schools. *ACTIVITIES: Conferences*: A World Congress every four years. At Tokyo in 1920, there were 1,814 delegates from 30 countries and 75 different denominations. In 1924 the congress was held in Glasgow.

**WORLD'S YOUNG WOMEN'S CHRISTIAN ASSOCIATION.**—ADDRESS OF CENTRAL OFFICE: 34 Baker Street, W. I., London, England. DATE OF FOUNDATION: 1894. PURPOSE: To organize, develop and unite national associations which, accepting its basis or one in conformity with it, endeavor to extend the Kingdom of God according to its principles, and to bring young women to such knowledge of Jesus Christ as Lord and Saviour as shall manifest itself in character and conduct. It also calls all national associations to promote Christian principles of social and international conduct by encouraging the development of a right public conscience such as shall strengthen all those forces which are working for the promotion of peace and better understanding between classes, nations and races, believing that the world social order can only be made Christian through individuals devoted to the single purpose of doing God's will, and that through obedience to the law of Christ, there shall follow the extension of His Kingdom, in which the principles of justice, love and the equal value of every human life shall apply to national and international as well as to personal relations.<sup>11</sup> MEMBERSHIP: The following National Associations are in affiliation as active members: Australia and New Zealand; Canada; Denmark; France; Great Britain; Hungary; Italy; Norway; Sweden; Austria; China; Finland; Germany; Holland; India, Burma and Ceylon; Japan; South Africa; United States of America. There are also corresponding Associations: Czecho-Slovakia; Egypt and Palestine; French; Switzerland; Malaya; Near East; Portugal; South America. GOVERNING BODY: (1) World's Committee; (2) World's Executive Committee. OFFICERS: President, The Lady Parmoor; Vice-Presidents, Mrs. W. Reiersen Arbutnot, Madame A. Bertrand, Mrs. James

S. Cushman, Mrs. Patrick Graham, Mrs. Mei, Miss Elizabeth Tritton, The Hon. Mrs. Montagu Waldegrave, Fraulein Hulda Zarnack; Treasurer, The Countess of Portsmouth. COMMITTEE ON INTERNATIONAL RELATIONS: The World's Committee keeps in touch with the above Associations throughout the world by means of visitation, correspondence, reports. FINANCE: (a) *Sources of Income*: Gifts; National Associations contribute an annual World gift, the amount based on membership of the National Association at the rate of three pence from each member; (b) *Total annual Expenditure*: Based on 1923 figures: Of National Board: \$2,631,853.94; of local association, based on incomplete returns: \$22,856,549. ACTIVITIES: (a) *Conferences*: Meetings of the World's Committee, composed of representatives of the above Associations. Meets every two years. 1924 meeting in Washington, D. C. Report and findings of each meeting available. (b) *Publications*: "A Study of the World's Young Women's Christian Association"—paper, 2s. 6d; cloth, 3s. 3d. Outline Studies on "A Study of the Young Women's Christian Association," 2d. A Report of the Meeting of the World's Young Women's Christian Association Committee at Washington, D. C., 1924; 2s. 6d. "Workers of the Orient," 6d. Outline Studies, 2d. Directory of the Principal Y. W. C. A. Centres throughout the World, 1s. 2d.; European Section, 4d. World's Y. W. C. A. News Service 1s. 6d per annum; if paid through a National Office, 1s.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATIONS OF THE UNITED STATES OF AMERICA.—ADDRESS OF CENTRAL OFFICE: 600 Lexington Avenue, New York City. DATE OF FOUNDATION: December, 1906. PURPOSE: "The immediate purpose of this organization shall be to unite in one body the Young Women's Christian Associations of the United States; to establish, develop and unify such Associations; to participate in the work of the World's Young Women's Christian Associations; to advance the physical, social, intellectual, moral and spiritual interests of young women. The ultimate purpose of all its efforts shall be to seek to bring young women to such a knowledge of Jesus Christ as Saviour and Lord as shall mean for the individual young woman fullness of life and development of character, and shall make the organization as a whole an effective agency in the bringing in of the Kingdom of God among young women." MEMBERSHIP: 1923 statistics: City Associations, 243; Town Associations, 127; Rural Community Associations, 27; Student Associations, 583. GOVERNING BODY: National Board. OFFICERS: President, Mrs. Robert E. Speer; Chairman Executive Committee, Mrs. John French; 1st Vice President, Miss Clara S. Reed; 2nd Vice-President, Mrs. John D. Rockefeller, Jr.; Secretary, Miss Katharine Lambert; Treasurer, Mrs. Samuel Murtland; Assistant Treasurer, Mrs. George W. Davison. COMMITTEE ON INTERNATIONAL RELATIONS: Council on Peace of the Education

and Research Division; Foreign Division. **FINANCE:** (a) *Sources of Income:* Contributions from local Associations and from individuals. (b) *Classes of Membership and Respective Fees:* Varies in each local Association. **ACTIVITIES:** (a) *Conferences:* Biennial Conventions; summer conferences. (b) *Report:* Report of Convention. (c) *Publications:* The Woman's Press, monthly magazine. Books published by The Woman's Press, 600 Lexington Avenue, New York City. (d) *Other Forms of Activity:* Work in cities, towns and rural communities; for Girl Reserves, Foreign Born, Industrial, Indians and Business and Professional Women.

**THE JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION.**—**ADDRESS OF CENTRAL OFFICE:** 2300 Pershing Square Building, New York City. **DATE OF FOUNDATION:** 1925. **PURPOSE:** To improve the quality of education and the practice of arts and professions in the United States; to foster research; to provide for the cause of better international understanding. **GOVERNING BODY:** *Board of Trustees:* President, Simon Guggenheim, Mrs. Olga Guggenheim, Francis H. Brownell, Carroll A. Wilson, Charles D. Hilles, Roger W. Straus, Charles Earl; Treasurer, Otto Myers; Secretary, Henry Allen Moe. *Educational Advisory Board:* Chairman, Frank Aydelotte, C. F. Tucker Brooke, Samuel Paul Capen, Edward Capps, Ada Louise Comstock, William Emerson, Frederick Carlos Ferry, Guy Stanton Ford, Virginia C. Gildersleeve, Edwin Greenlaw, Charles Homer Haskins, Clinton Kelly Judy, Vernon Kellogg, Charles Riborg Mann, Carl Emil Seashore, Thomas Whitney Surette, Marion Talbot, Joseph H. Willits, Frederick J. E. Woodbridge, Henry Allen Moe. **FINANCE:** *Source of Income:* Endowment fund of \$3,000,000 given by Mr. and Mrs. Simon Guggenheim. **ACTIVITIES:** To provide annually from forty to fifty John Simon Guggenheim Memorial Foundation Fellowships for Advanced Study Abroad for young men and women under the finest possible conditions to carry on advanced study and research in any field of knowledge or to develop unusual talent in any of the fine arts, including music.

## Accredited Higher Institutions

THREE years ago the American Council on Education published a list of colleges and universities under the title "Accredited Higher Institutions." This list was a composite of the lists of accredited institutions issued up to that time by the Association of American Universities, the North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Southern States, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, and the University of California.

Since then the Council has approved and published two reports of its Committee on Standards, recommending uniform standards as criteria for accrediting colleges, teacher training institutions and junior colleges. The various regional associations have also worked continuously on this problem, have revised their respective lists each year, and are gradually working toward uniform standards. A new regional association has been organized in the north-western states, and the University of California has adopted the list of the Association of American Universities and abandoned its own separate list.

A list of accredited colleges is in great demand in this country and is becoming more and more important abroad as our international student exchanges increase. Therefore, the following list has been compiled, like the previous lists published by the Council, from the lists of the best established accrediting agencies; namely, the Association of American Universities, the Association of Colleges and Preparatory Schools of the Middle States and Maryland, the Association of Colleges and Secondary Schools of the Southern States, the North Central Association of Colleges and Secondary Schools and the Northwest Association of Secondary and Higher Schools.

It will be noted that the four regional associations of colleges and secondary schools just mentioned cover among them the entire United States with the exception of New England and the far southwest. Hence institutions in those two regions would not appear in the following list unless they appear on the list of the Association of American Universities, which is a national list. Five institutions marked with asterisks in the following list are exceptions to this general rule. These five were included in the University of California list, on the basis of that list are now members of the American Council on Education, and have not had time since the California list was abandoned last fall to secure recognition of other accrediting agencies.

The North Central and the Northwest Associations classify their accredited higher institutions in three groups: namely, colleges, teachers colleges and junior colleges. This practice has been adopted here. Similar lists of teachers colleges and junior colleges have not yet been prepared by the other regional associations. Therefore, these two groups are incomplete, but have been included below to encourage further effort toward their completion.

The American Council on Education has printed as a separate pamphlet its recommendations concerning standards for accrediting higher institutions. Copies of this pamphlet and of the accompanying list will be sent without charge on request addressed to the office of the Council.

<i>Name of Institution</i>	<i>Location</i>
ALABAMA	
Alabama Polytechnic Institute	Auburn
Birmingham—Southern College	Birmingham
Howard College	Birmingham
Springhill College	Springhill
University of Alabama	University
ARIZONA	
University of Arizona	Tucson
ARKANSAS	
University of Arkansas	Fayetteville
Hendrix College	Conway

<i>Name of Institution</i>	<i>Location</i>
CALIFORNIA	
California Institute of Technology	Pasadena
*Dominican College	San Rafael
Mills College	Mills College
Occidental College	Los Angeles
Pomona College	Claremont
Stanford University	Stanford University
University of California	Berkeley
University of Redlands	Redlands
University of Southern California	Los Angeles
COLORADO	
Colorado Agriculture College	Fort Collins
Colorado College	Colorado Springs
University of Colorado	Boulder
University of Denver	University Park
CONNECTICUT	
Connecticut College for Women	New London
Trinity College	Hartford
Wesleyan University	Middletown
Yale University	New Haven
DELAWARE	
University of Delaware	Newark
DISTRICT OF COLUMBIA	
Catholic University of America	Washington, D. C.
George Washington University	Washington, D. C.
Georgetown University	Washington, D. C.
Howard University	Washington, D. C.
Trinity College	Washington, D. C.
FLORIDA	
Florida State College for Women	Tallahassee
University of Florida	Gainesville
GEORGIA	
Agnes Scott College	Decatur
Emory University	Oxford
Georgia School of Technology	Atlanta
Mercer University	Macon
Shorter College	Rome
University of Georgia	Athens
Wesleyan College	Macon

<i>Name of Institution</i>	<i>Location</i>
<b>HAWAII</b>	
*University of Hawaii	Honolulu
<b>IDAHO</b>	
College of Idaho	Caldwell
University of Idaho	Moscow
<b>ILLINOIS</b>	
Armour Institute of Technology	Chicago
Augustana College	Rock Island
Bradley Polytechnic Institute	Peoria
Carthage College	Carthage
De Paul University	Chicago
Eureka College	Eureka
Illinois College	Jacksonville
Illinois Wesleyan University	Bloomington
Illinois Woman's College	Jacksonville
James Millikin University	Decatur
Knox College	Galesburg
Lake Forest College	Lake Forest
Lewis Institute	Chicago
Lombard College	Galesburg
Monmouth College	Monmouth
Northwestern College	Naperville
Northwestern University	Evanston
Rockford College	Rockford
Rosary College	River Forest
St. Ignatius College	Chicago
Shurtleff College	Alton
University of Chicago	Chicago
University of Illinois	Urbana
Wheaton College	Wheaton
<b>INDIANA</b>	
Butler College	Indianapolis
De Pauw University	Greencastle
Earlham College	Richmond
Franklin College	Franklin
Hanover College	Hanover
Indiana University	Bloomington
Purdue University	Lafayette
Rose Polytechnic Institute	Terre Haute
St. Mary's College	Notre Dame
St. Mary of the Woods College	St. Mary of the Woods
University of Notre Dame	Notre Dame
Wabash College	Crawfordsville



*Name of Institution**Location*

## IOWA

Coe College	Cedar Rapids
Columbia College	Dubuque
Cornell College	Mount Vernon
Drake University	Des Moines
Grinnell College	Grinnell
Iowa State College of Agriculture and Mechanic Arts	Ames
Iowa Wesleyan University	Mt. Pleasant
Luther College	Decorah
Morningside College	Sioux City
Mt. St. Joseph College	Dubuque
Parsons College	Fairfield
Penn College	Oskaloosa
Simpson College	Indianola
State University of Iowa	Iowa City
University of Dubuque	Dubuque
Upper Iowa University	Fayette

## KANSAS

Baker University	Baldwin
College of Emporia	Emporia
Friends University	Wichita
Kansas State Agricultural College	Manhattan
McPherson College	McPherson
Ottawa University	Ottawa
St. Mary's College	St. Mary's
Southwestern College	Winfield
University of Kansas	Lawrence
Washburn College	Topeka

## KENTUCKY

Centre College	Danville
Georgetown College	Georgetown
Transylvania College	Lexington
University of Louisville	Louisville
University of Kentucky	Lexington

## LOUISIANA

H. Sophie Newcomb Memorial College	New Orleans
Louisiana College	Pineville
Louisiana State University	Baton Rouge
Tulane University of Louisiana	New Orleans

<i>Name of Institution</i>	<i>Location</i>
<b>MAINE</b>	
Bates College	Lewiston
Bowdoin College	Brunswick
Colby College	Waterville
University of Maine	Orono
<b>MARYLAND</b>	
Goucher College	Baltimore
Hood College	Frederick
Johns Hopkins University	Baltimore
Mt. St. Mary's College	Emmitsburg
St. John's College	Annapolis
University of Maryland	College Park
Western Maryland College	Westminster
<b>MASSACHUSETTS</b>	
Amherst College	Amherst
Boston College	Boston
Boston University	Boston
Clark University	Worcester
Harvard University	Cambridge
Mass. Agricultural College	Amherst
Mass. Institute of Technology	Cambridge
Mount Holyoke College	South Hadley
Radcliffe College	Cambridge
Smith College	Northampton
Tufts College	Tufts College
Wellesley College	Wellesley
Wheaton College	Norton
Williams College	Williamstown
Worcester Polytechnic Institute	Worcester
<b>MICHIGAN</b>	
Albion College	Albion
Alma College	Alma
College of the City of Detroit	Detroit
Hillsdale College	Hillsdale
Hope College	Holland
Kalamazoo College	Kalamazoo
Michigan Agricultural College	East Lansing
*Michigan College of Mines	Houghton
*University of Detroit	Detroit
University of Michigan	Ann Arbor

<i>Name of Institution</i>	<i>Location</i>
<b>MINNESOTA</b>	
Carleton College	Northfield
College of St. Catherine	St. Paul
College of St. Teresa	Winona
College of St. Thomas	St. Paul
Gustavus Adolphus College	St. Peter
Hamline University	St. Paul
Macalester College	St. Paul
St. Olaf College	Northfield
University of Minnesota	Minneapolis
<b>MISSISSIPPI</b>	
Millsaps College	Jackson
Mississippi College	Clinton
Mississippi State College for Women	Columbus
University of Mississippi	University
<b>MISSOURI</b>	
Central College	Fayette
Culver-Stockton College	Canton
Drury College	Springfield
Lindenwood College	St. Charles
Missouri Valley College	Marshall
Missouri Wesleyan College	Cameron
Park College	Parkville
St. Louis University	St. Louis
Tarkio College	Tarkio
University of Missouri	Columbia
Washington University	St. Louis
Webster College	Webster Groves
Westminster College	Fulton
William Jewell College	Liberty
<b>MONTANA</b>	
Montana State College of Agriculture and Mechanic Arts	Bozeman
University of Montana	Missoula
<b>NEBRASKA</b>	
Creighton University	Omaha
Doane College	Crete
Hastings College	Hastings
Nebraska Wesleyan University	University Place
University of Nebraska	Lincoln
<b>NEVADA</b>	
University of Nevada	Reno

<i>Name of Institution</i>	<i>Location</i>
NEW HAMPSHIRE	
Dartmouth College	Hanover
*University of New Hampshire	Durham
NEW JERSEY	
College of St. Elizabeth	Convent Station
Georgian Court College	Lakewood
Princeton University	Princeton
Rutgers College	New Brunswick
Stevens Inst. of Technology	Hoboken
NEW MEXICO	
University of New Mexico	Albuquerque
NEW YORK	
Adelphi College	Brooklyn
Alfred University	Alfred
Barnard College	New York City
Brooklyn Polytechnic Institute	Brooklyn
Canisius College	Buffalo
Clarkson School of Technology	Potsdam
Colgate University	Hamilton
College of the City of New York	New York City
College of Mount Saint Vincent on the Hudson	New York City
College of New Rochelle	New Rochelle
Columbia University	New York City
Cornell University	Ithaca
Elmira College	Elmira
Fordham University	Fordham
Hamilton College	Clinton
Hobart College	Geneva
Hunter College	New York City
Manhattan College	New York City
New York State Teachers' College	Albany
New York University	New York City
Niagara University	Niagara University
Rensselaer Polytechnic Institute	Troy
St. Bonaventure's College	St. Bonaventure
St. John's College	Brooklyn
St. Lawrence University	Canton
St. Stephen's College	Annandale
Syracuse University	Syracuse
University of Buffalo	Buffalo
Union University	Schenectady

<i>Name of Institution</i>	<i>Location</i>
NEW YORK— <i>Continued</i>	
University of Rochester	Rochester
Vassar College	Poughkeepsie
Wells College	Aurora
William Smith College	Geneva
NORTH CAROLINA	
Davidson College	Davidson
Meredith College	Raleigh
North Carolina College for Women	Greensboro
Salem College	Winston-Salem
Trinity College	Durham
University of North Carolina	Chapel Hill
Wake Forest College	Wake Forest
NORTH DAKOTA	
North Dakota Agricultural College	Agricultural College
Jamestown College	Jamestown
University of North Dakota	University
OHIO	
Baldwin Wallace College	Berea
Capital University	Columbus
Case School of Applied Science	Cleveland
College of Wooster	Wooster
Defiance College	Defiance
Denison University	Granville
Heidelberg University	Tiffin
Hiram College	Hiram
John Carroll University	Cleveland
Kenyon College	Gambier
Lake Erie College	Painesville
Marietta College	Marietta
Miami University	Oxford
Municipal University of Akron	Akron
Mt. Union College	Alliance
Muskingum College	New Concord
Oberlin College	Oberlin
Ohio State University	Columbus
Ohio University	Athens
Ohio Wesleyan University	Delaware
Otterbein University	Westerville
St. Xavier College	Cincinnati
University of Cincinnati	Cincinnati
University of Toledo	Toledo
Western College for Women	Oxford
Western Reserve University	Cleveland
Wittenberg College	Springfield

*Name of Institution**Location*

## OKLAHOMA

Oklahoma Agricultural and Mechanical College	Stillwater
Oklahoma College for Women	Chickasha
Phillips University	East End
University of Oklahoma	Norman

## OREGON

Oregon Agricultural College	Corvallis
Pacific University	Forest Grove
Reed College	Portland
University of Oregon	Eugene
Willamette University	Salem

## PENNSYLVANIA

Allegheny College	Meadville
Bryn Mawr College	Bryn Mawr
Bucknell University	Lewisburg
Carnegie Institute of Technology	Pittsburgh
Dickinson College	Carlisle
Franklin and Marshall College	Lancaster
Geneva College	Beaver Falls
Gettysburg College	Gettysburg
Grove City College	Grove City
Haverford College	Haverford
Juniata College	Huntingdon
Lafayette College	Easton
Lebanon Valley College	Annville
Lehigh University	Bethlehem
Lincoln University	Lincoln University
Marywood College	Scranton
Moravian College	Bethlehem
Muhlenburg College	Allentown
Pennsylvania College for Women	Pittsburgh
Pennsylvania State College	State College
St. Joseph College	Philadelphia
St. Vincent College	Beatty
Seton Hill College	Greensburg
Swarthmore College	Swarthmore
Temple University	Philadelphia
Thiel College	Greenville
University of Pennsylvania	Philadelphia
University of Pittsburgh	Pittsburgh
Ursinus College	Collegeville
Villanova College	Villanova

<i>Name of Institution</i>	<i>Location</i>
<b>PENNSYLVANIA—Continued</b>	
Washington and Jefferson College	Washington
Westminster College	New Wilmington
Wilson College	Chambersburg
<b>RHODE ISLAND</b>	
Brown University	Providence
<b>SOUTH CAROLINA</b>	
College of Charleston	Charleston
Coker College	Hartsville
Converse College	Spartanburg
Furman College	Greenville
Presbyterian College of S. Carolina	Clinton
The Citadel	Charleston
University of South Carolina	Columbia
Winthrop College	Rock Hill
Wofford College	Spartanburg
<b>SOUTH DAKOTA</b>	
Dakota Wesleyan University	Mitchell
Huron College	Huron
South Dakota College of Agriculture and Mechanic Arts	Brookings
South Dakota School of Mines	Rapid City
University of South Dakota	Vermillion
Yankton College	Yankton
<b>TENNESSEE</b>	
George Peabody College for Teachers	Nashville
Maryville College	Maryville
Southwestern Presbyterian University	Clarksville
University of Chattanooga	Chattanooga
University of the South	Sewanee
University of Tennessee	Knoxville
Vanderbilt University	Nashville
<b>TEXAS</b>	
Agricultural and Mechanical College of Texas	College Station
Baylor University	Waco
College of Industrial Arts	Denton
Our Lady of the Lake College	San Antonio
Rice Institute	Houston
Southwestern University	Georgetown
Southern Methodist University	Dallas
Texas Christian University	Fort Worth
University of Texas	Austin

<i>Name of Institution</i>	<i>Location</i>
<b>UTAH</b>	
Agricultural College of Utah	Logan
Brigham-Young University	Provo
University of Utah	Salt Lake City
<b>VERMONT</b>	
Middlebury College	Middlebury
University of Vermont	Burlington
<b>VIRGINIA</b>	
College of William and Mary	Williamsburg
Hampden-Sidney College	Hampden-Sidney
Randolph-Macon College	Ashland
Randolph-Macon Woman's College	Lynchburg
University of Richmond	Richmond
Sweet Briar College	Sweet Briar
University of Virginia	Charlottesville
Virginia Polytechnic Institute	Blacksburg
Washington and Lee University	Lexington
<b>WASHINGTON</b>	
College of Puget Sound	Tacoma
State College of Washington	Pullman
University of Washington	Seattle
Whitman College	Walla Walla
<b>WEST VIRGINIA</b>	
Bethany College	Bethany
West Virginia University	Morgantown
<b>WISCONSIN</b>	
Beloit College	Beloit
Campion College	Prairie du Chien
Carroll College	Waukesha
Lawrence College	Appleton
Marquette University	Milwaukee
Milwaukee-Downer College	Milwaukee
Ripon College	Ripon
University of Wisconsin	Madison
<b>WYOMING</b>	
University of Wyoming	Laramie



## TEACHERS' COLLEGES

### COLORADO

Colorado State Teachers' College	Greeley
Western State College of Colorado (Formerly Colorado State Normal School)	Gunnison

### IDAHO

State Normal School	Albion
State Normal School	Lewiston

### ILLINOIS

Illinois State Normal University	Normal
Eastern Illinois State Teachers' College	Charleston
Northern Illinois State Teachers' College	De Kalb
Southern Illinois State Normal Univ.	Carbondale
Western Illinois State Teachers' College	Macomb

### INDIANA

Indiana State Normal School	Terre Haute
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### IOWA

Iowa State Teachers College	Cedar Falls
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### KANSAS

Fort Hayes Normal School	Fort Hayes
State Manual Train. Norm. School	Pittsburgh
State Normal School	Emporia

### MICHIGAN

Central Michigan Normal School	Mount Pleasant
Detroit Teachers' College	Detroit
Michigan State Normal College	Ypsilanti
Northern State Normal School	Marquette
Western State Normal School	Kalamazoo

### MINNESOTA

State Teachers' College	Moorhead
State Teachers' College	Winona
St. Cloud State Teachers' College	St. Cloud

# MISSOURI

Central Mo. State Teachers' College	Warrensburg
Harris Teachers' College	St. Louis
Northwest Mo. State Teachers' Coll.	Maryville
State Teachers' College	Kirksville
Southeast Mo. State Teachers' Coll.	Cape Girardeau
Southwest Mo. State Teachers' Coll.	Springfield
Teachers College,	Kansas City

# MONTANA

State Normal School	Dillon
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# NEBRASKA

State Normal School and Teachers' College	Chadron
State Normal School and Teachers' College	Kearney
State Normal School and Teachers' College	Peru
State Normal School and Teachers' College	Wayne

# NORTH DAKOTA

State Normal School	Mayville
State Teachers' College	Valley City
Teachers College	Minot

# OHIO

Cleveland School of Education	Cleveland
State Normal College	Bowling Green
State Normal College	Kent
State Normal College of Ohio Univ.	Athens
Teachers' College of Miami Univ.	Oxford

# OKLAHOMA

Central State Teachers' College	Edmond
East Central State Teachers' College	Ada
Northeastern State Teachers' College	Tablequah
Northwestern State Teachers' College	Alva
Southeastern State Teachers' College	Durant
Southwestern State Teachers' College	Weatherford

# OREGON

State Normal School	Monmouth
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# SOUTH DAKOTA

Northern Norm. and Indus. School	Aberdeen
State Normal School	Madison

**WASHINGTON**

State Normal School	Bellingham
State Normal School	Centralia
State Normal School	Cheney
State Normal School	Ellensburg

**WISCONSIN**

State Normal School	Superior
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**JUNIOR COLLEGES****ARKANSAS**

Central Junior College	Conway
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**COLORADO**

Regis College	Denver
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**IDAHO**

Idaho Technical Institute	Pocatello
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**ILLINOIS**

Broadview College	La Grange
Chicago College of Osteopathy,	
Junior College of,	Chicago
Crane Junior College	Chicago
Elmhurst College	Elmhurst
Frances Shimer School	Mount Carrol
Joliet Junior College	Joliet
Monticello Seminary	Godfrey
Y. M. C. A. School of Liberal Arts	Chicago

**IOWA**

Graceland College	Lamoni
Mason City Junior College	Mason City

**MICHIGAN**

Detroit Junior College	Detroit
Emmanuel Missionary College	Berrien Springs
Grand Rapids Junior College	Grand Rapids
Highland Park Junior College	Highland Park

**MINNESOTA**

Hibbing Junior College	Hibbing
Rochester Junior College	Rochester
Virginia Junior College	Virginia

**MISSOURI**

Christian College	Columbia
Hardin Junior College	Mexico

MISSOURI—*Continued*

Howard-Payne College	Fayette
Junior College of Kansas	Kansas City
The Principia	St. Louis
St. Joseph Junior College	St. Joseph
Stephens Junior College	Columbia
William Woods College	Fulton

MONTANA

Mt. St. Charles College	Helena
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NEBRASKA

Union College	College View
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OKLAHOMA

Northeastern Oklahoma Junior College	Miami
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# The Educational Record

Published Quarterly By

The American Council on Education

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Volume 6

July, 1925

No. 3

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Editor

C. R. MANN

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Officers of the American Council on Education, 1925-26

Membership of the American Council on Education

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Annual Subscription, \$2.00

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AMERICAN COUNCIL ON EDUCATION

NATIONAL CAPITAL PRESS, INC., WASHINGTON, D. C.

## The Annual Meeting

THE EIGHTH Annual Meeting of the American Council on Education was held at the building of the National Research Council, Washington, D. C., on Friday and Saturday, May 1 and 2, 1925. There were in attendance more than 200 delegates and guests of the Council.

The officers and standing committees presented reports which are printed in the following pages. Significant items from these reports are the following:

The acquisition of 36 new institutional members to the Council.

The completion in 13 volumes of the report of the Commission on the Educational Finance Inquiry.

The inauguration of the Modern Foreign Language Studies in the United States and in Canada.

The appointment of the assistant director in charge of international educational relations.

The development of opportunities for foreign study for undergraduates.

The beginning of the cooperative experiment with Psychological Examinations for Freshmen.

The presentation of a new proposal for the establishment of a Federal Department of Education.

Prior to the meeting a request had been sent to the institutional members to suggest problems in the solution of which each would like the cooperation of other institutions. A summary of the replies received from 92 institutions is presented in the Director's Report. In addition, each constituent member was invited to present at the afternoon session problems in which each desired assistance. The following questions were submitted to the Council for consideration:

Cooperation in securing legislation to establish a Federal Department of Education with a Secretary in the President's Cabinet; presented by the National Education Association. This proposal is printed on page 230.

The relation of the standards of teacher-training institutions to those of universities and colleges; proposed by the North Central Association of Colleges and Secondary Schools and endorsed by the American Association of Teachers' Colleges.

The problem of evening schools and adult education; proposed by the Association of Urban Universities and endorsed by the Society for the Promotion of Engineering Education and the Catholic Educational Association.

The Council of Church Boards of Education suggested the study of ways and means of helping small institutions in sparsely settled regions to get on their feet. This Council also stated that the ministry is in danger of becoming an unlearned profession because of the decreasing number of young men seeking to enter and urged a study of this situation.

An objective study of standards of appointment and promotion in college faculties; suggested by the American Association of University Women.

A study of the comparative costs of engineering education and other types; proposed by the Society for the Promotion of Engineering Education.

A study of college organizations that are antagonistic to scholarship; presented by the American Association of University Professors.

All of these proposals were referred to the Executive Committee for consideration and further action.

The Treasurer's Report, page 187, shows the Council's sound financial condition. The budget for \$194,098.20 for the coming year was approved.

Rt. Reverend Edward A. Pace, of the Catholic Educational Association, was elected chairman, and the two new members of the Executive Committee elected were Chas. H. Judd, of the North Central Association of Colleges and Secondary Schools, and William Mather Lewis, of the Association of Urban Universities.



## Report of the Executive Committee

THE EXECUTIVE COMMITTEE of the American Council on Education begs to submit the following report:

The four regular meetings were held during the year on September 29, 1924, in New York City, on January 2, 1925, in Washington, D. C., on February 28, in New York City, and on April 30, in Washington, D. C.

Specific instructions given the Executive Committee at the last Annual Meeting of the Council have been carried out as follows:

The budget for international educational relations called for the appointment of an Assistant Director. This position has been filled by appointment of Mr. David Allan Robertson, of the University of Chicago. Mr. Robertson took up his work on September 1, 1924, and will present a report of his activities since that time at the meeting tomorrow morning.

The Committee on Federal Legislation was instructed to take a referendum of the Council on the subject of the Federal Department of Education. In the fall, when the time for the referendum had come, conditions had materially changed and it seemed questionable whether the referendum would prove of sufficient value to warrant the labor involved. The question was, therefore, submitted to the constituent members of the Council by letter ballot. The vote showed 20 against taking a referendum and 17 in favor of doing so. The Committee on Federal Legislation reported this fact to the Executive Committee, which agreed that, under the circumstances, it would be better not to take this referendum. A fuller report on this will be given in the report of the Committee on Federal Legislation.

In accordance with instructions, the report of the Committee on Standards concerning standards of colleges, junior colleges and teacher-training institutions has been published as a separate pamphlet and widely distributed. The office

of the Council receives frequent calls for copies of this pamphlet.

As directed at the last meeting, negotiations were opened with a number of agencies dealing with personnel methods in colleges. Two results have been accomplished, namely:

1. The Council agreed to publish and distribute a composite psychological examination for college freshmen, edited by Professor L. L. Thurstone, and made up of tests furnished by Dartmouth College, Princeton University, University of Chicago, Northwestern University, and the University of Minnesota. This test blank was offered for sale to all accredited colleges. Forty thousand copies were purchased by 109 institutions. These institutions are reporting the scores on the tests and the academic ratings of the students. A special grant of \$5,000 has been given the Council by the Commonwealth Fund to pay the cost of the necessary statistical reductions. A first preliminary report of this study appears in the April number of the EDUCATIONAL RECORD. The full report will be published early next fall. Arrangements are being made to revise the tests in the light of this year's experience and to issue an improved composite test of similar nature for use of the colleges next fall.

This enterprise is significant as a type of the kind of relationship that will be most useful to establish between the Council and the institutional members. Its essential features are that the Council organizes a small group of experts which prepares and compiles the best available information and suggestions on a given subject. The Council then makes these suggestions available to all colleges that desire to use them. Each college, acting on its own initiative and energy, makes such use of the suggestions as are appropriate to its local conditions and draws its own conclusions for its own use. Each college also reports to the Council and its findings become a part of the general conclusions drawn from the experiment. In this way a large amount of guided experimentation is inspired with relatively small initial expenditure for expert guidance.

2. The second result of these negotiations has been the organization on January 1, 1925, of the Intercollegiate Council on Personnel Methods. Fourteen universities have named representatives on this Council, which is planning cooperative studies in the field of personnel methods. A more detailed report of this enterprise will be presented later.

The Executive Committee is glad to call attention to the practical completion of the Report of the Commission on the Educational Finance Inquiry. All thirteen volumes of this masterly piece of work have now been published. The Commission will present its report later. Since Volume XIII of the Report on Unit Costs of Higher Education is of particular interest to the members of this Council, an extra copy of this volume was sent to the president of every institutional member with the request that he criticize the methods of classification of costs therein set forth and present constructive suggestions for better methods to the Council for consideration. This volume therefore furnishes the basis for a continuing constructive cooperative study of costs of college instruction.

The Committee is glad to report that the Council is continually growing stronger. Last year 16 new institutional members were reported. This year has added 36 to our list. As a partial offset to these, the Council has lost five of its old members who have been compelled to withdraw, mainly for financial reasons. Because of this increase in membership the estimated annual income of the Council has increased from \$26,670 to \$31,570.

The edition of the EDUCATIONAL RECORD has been increased from 1,500 to 1,700, and a number of foreign libraries have been added to the mailing list. Copies are now also sent to libraries and schools of education of institutional members, as well as to the presidents.

The Council has received a grant of \$90,000 from the Carnegie Corporation for financing the Study of the Teaching of Modern Foreign Languages for the year beginning October 1, 1924. Sixty thousand dollars of this is for the work of the committee in the United States and \$30,000 for the work of the Canadian committee.

This grant for work in Canada has opened cordial relations with the Conference on Canadian Universities, which in Canada corresponds to the American Council on Education here. The Canadian committee on the Study of Modern Foreign Languages is a committee of that Conference. The enterprise, therefore, represents a joint cooperative study on the part of these two national organizations of universities.

Two years ago the Council received a grant of \$2,500 from the General Education Board to prepare a plan for a study of the Teaching of English in the United States. A committee was appointed to do this and two plans have been drawn and submitted to the General Education Board. The second plan was drawn on the principle of cooperative study and experiment as explained in connection with the psychological tests. Neither of these plans met with the approval of the General Education Board, and the project has, therefore, been abandoned for the present, at any rate.

Three years ago the Council decided to establish a register of college and university teachers and to devote the \$7,000 surplus in the treasury to this purpose. The register was established and has been developed to the point where it is rendering real service to all institutions that seek its aid. The total cost of the register to date has been a little over \$20,000, \$7,000 of which was the Council's surplus and \$13,000 has been taken from the regular income. The cost of maintaining the register on the present basis will be at least \$10,000 per year, or one-third of the Council's income. Since the surplus is now expended, all of this must come from the income or from other sources. The Executive Committee believes it unwise to spend so large a portion of the income on this enterprise and is making efforts to secure a special grant for this purpose. Unless such grant is secured, the scope of the work will have to be curtailed.

The merger of the American University Union and the Council is working well. The Council received from the Laura Spelman Rockefeller Memorial the full grant of \$35,000 during the calendar year 1924. All debts of the Union have been paid, and some needed improvements and

increases in salary in the foreign offices have been made. Foundations have also been laid for a system of foreign travel and study for American undergraduate students.

The organization for developing international educational relations has been materially simplified. The Committee on International Educational Relations has been merged with the Committee on the American University Union; the Committee on Franco-American Exchange has been reduced to a small working committee of five with headquarters at the office of the Institute of International Education; and the governing boards of the Council, the Union, and the Institute have approved plans for combining the New York offices of the Union and the Institute of International Education.

A meeting of the World Federation of Education Associations is to be held in Edinburgh this summer. American representation is being arranged by the National Education Association, which is the American member of the International Federation. The Director and the Assistant Director of the American Council on Education have been appointed alternate delegates for America, and the Executive Committee has approved their acceptance of this honor.

At the request of the Executive Committee, the Teachers' Insurance and Annuity Association of America has extended its benefits to all officers and employees of the American Council on Education, including the Union offices abroad. The Assistant Directors in the London and Washington offices have already taken advantage of this benefit, and others are eligible to do so when they desire.

Two years ago the Executive Committee authorized the calling by the office of the Council of a conference on Academic Freedom and Tenure. This conference was finally held last January 2, and a report of its proceedings will be presented later.

During the past two years the Director has been devoting only three-fourths of his time to the work of the Council. Arrangements have now been completed whereby after July 1 he will devote all of his time to the work of the Council.

Since the annual meeting occurs this year on May 1, and since the bank balances at the close of the fiscal year April 30 cannot be secured from the bank until today, the report of the Treasurer cannot be presented until the session tomorrow morning.

The Executive Committee presents herewith the Director's budget for the fiscal year 1925-6 and recommends its approval by the Council.

Respectfully submitted,

R. M. HUGHES,  
*Secretary.*

# Director's Budget, 1925-26

## ESTIMATED RESOURCES

### I. GENERAL ADMINISTRATION:

Membership dues 1925-26, \$31,170, of which \$4,830 has been paid. Balance due.....	\$26,340.00	
Balance on back dues.....	3,910.00	
Services for investigations.....	1,800.00	
Bank balance April 30, 1925.....	4,177.85	
		<hr/> \$36,227.85

### II. INTERNATIONAL DIVISION:

Laura Spelman Rockefeller grant.....	\$35,000.00	
Committee on Foreign Travel Scholarships.....	6,000.00	
Advances January 1 to May 1, returnable.....	6,600.00	
Bank balance April 30, 1925.....	5,270.35	
		<hr/> 52,870.35

### III. SPECIAL STUDIES:

Educational Finance Inquiry.....	\$10,000.00	
Carnegie Corporation for Foreign Language Study.....	90,000.00	
Commonwealth Fund for Psychological Tests study.....	5,000.00	
		<hr/> 105,000.00
Total estimated resources, 1925-26.....		<hr/> <hr/> \$194,098.20

# ESTIMATED EXPENDITURES

	<i>General</i>	<i>International</i>	<i>Total</i>
Rent.....	\$3,000	\$1,000	\$4,000
Salary of director and assistant director...	11,500	7,200	18,700
Salary of assistants (five).....	6,500	4,000	10,500
Administrative travel- ing expenses.....	2,500	2,000	4,500
Stationery, printing, and supplies.....	1,000	1,000	2,000
Telephone and tele- grams.....	300	300	600
Postage.....	400	400	800
Furniture and appli- ances.....	300	300	600
EDUCATIONAL RECORD.	2,400	.....	2,400
General expense.....	500	250	750
Franco-American Com- mittee.....	.....	1,000	1,000
Personnel Division...	5,000	.....	5,000
American University Union.....	.....	25,000	25,000
Teachers' Insurance and Annuity Asso- ciation.....	600	360	960
Special studies.....	.....	.....	105,000
Scholarships.....	.....	8,000	8,000
Total.....	.....	.....	\$189,810.00
Estimated surplus.....	.....	.....	4,288.20
			<u>\$194,098.20</u>



## Report of the Director

THIS HAS been a year of promising progress in education. For in a democracy like ours progress in education, as in other things, is not measured primarily by the executive efficiency of its machinery. Here progress is measured by the growth of the people. Hence, if we would discover how we are progressing, we must discover the directions in which people are growing and the speed of their growth.

Probably the most significant indication of popular growth in matters educational may be found in the ever-broadening acceptance of the thesis that in a democracy facts control education. This is evidenced in many ways—in the unanimous agreement that the Federal Department of Education when established, must be a fact-finding and fact-disseminating agency devoid of all semblance of political or legal authority over public education; in the rapid development of the technique of objective measurement in education and the consequent growing public confidence in it; in the ever-increasing public demand for demonstrable results of school practice combined with a tendency to adjust school expenditures accordingly; these and many other tendencies show clearly that people are coming to see that schools like industries will be most successful when operated on a firm foundation of facts.

A second significant sign of widespread growth in education is the ever-increasing desire of schoolmen to cooperate in establishing the facts that control education. This is indicated by the rapid change during the past five years in the technique of educational investigation. Then studies were conducted mainly by questionnaires which called for some statistics and many expressions of opinion. Recommendations based on the answers received were formulated by an individual or a committee and distributed to those responsible for administration of the activity investigated. While

many of the reports thus made have been effective in stimulating and guiding progress, there were always wide differences of opinion as to the validity of the conclusions drawn. It is now recognized that such studies are much more effective if fewer opinions and more facts are collected and if a large number of people cooperate both in finding the facts and in interpreting their meaning. Such cooperative studies and experiments are now practicable because the science of educational measurements has developed to the point where comparable results can now be secured by widely scattered observers working independently. Hence individual workers everywhere are glad to participate in cooperative studies because they feel that they are thereby making worth-while contributions to a body of reliable data which will be convincing to everyone and therefore able to serve as a firm and lasting foundation for an enlightened American school system.

Although it is clearly discernible that the recognition of facts as the dynamic control of education and the desire to cooperate in finding leading facts are significant directions of popular growth in education, it is well not to overestimate the amount of progress that has already been made in these directions. While it is a mark of definite progress that these ideas have now become sufficiently distinct to be reduced to clear-cut statements, it is also true that, when we try to work out the implications of these statements in practice, we become confused. For the machinery of government which we have created is constantly grinding out statutes, ordinances, and regulations, and is increasingly busy in enforcing these by force of public opinion, of police and of courts. We are so submerged in this legal process of control, which may or may not harmonize with facts, that we naively follow the legal habit in our educational thinking. In other words, though we acknowledge intellectually that education really is controlled by facts, we are still thinking and acting in terms of the characteristic categories of control by fiat. Have not four states recently placed on their statute books laws prohibiting the teaching of evolution in public schools?

So long as this mental confusion about the intrinsic nature

of control by facts persists, so long will real progress as measured by growth of the people be retarded. The situation is becoming more critical each year. For we now have some two million laws, ordinances and regulations on our statute books. Over one hundred thousand of our citizens are members of legislatures and other law-making bodies which produce thirteen thousand new statutes each year. In spite of the obvious danger of destroying popular respect for law, popular sanction of this legislating Frankenstein, which we have permitted to grow up in our midst, seems to be growing stronger. Reformers are everywhere clamoring with ever-increasing zeal for legislation as the quick and easy means of making men orthodox. They seemed determined to leave no legal loophole open through which dissenters may even peep at the pastures of personal freedom, individual responsibility and self-control in which our forebears raised men capable of self-government.

In the midst of this craze for control by edict, it is no easy task to let facts lead in education. It requires thought and study, discrimination and vision, zeal and persistence, to collect, classify, interpret and verify facts that are capable of controlling action, especially in education, which also deals with all the subtle, spiritual, and intangible human emotions. But though the task is difficult, no one will claim that it is impossible in America. The pioneer spirit that here created a political system under which men may be free can surely develop an education that makes men fit for freedom. What sort of facts are significant in this enterprise? And how shall we proceed to get them?

Everyone will readily agree that the facts people know they need are among the most effective facts in determining action. You all know that relatively few facts really register with you unless you recognize them as facts you need to harmonize discrepancies you have discovered among the facts you already possess. Hence the best chance of success in supplanting autocratic control with control of fact lies in beginning at once to gather those facts which people already know they need.

As a first step in discovering where to begin in this search for the facts people want and are ready to cooperate in securing, every institutional member of the Council was invited to send in a statement of its most pressing problems. Up to date ninety-two institutions have submitted sixty-four interrelated problems. These may be summarized as follows:

*Admission:* How secure better selections? How determine character qualifications? How remove the sense of grievance between high school and college? How coordinate more closely with preparatory training? How evaluate psychological examinations? How prevent multiple registration? Can preparatory courses be shortened?

*Freshmen:* How assimilate the freshmen? Orientation courses? Vocational guidance? How improve personnel procedures? How define and how use standards of achievement? What is the present status of required courses? What are effective methods of teaching English? What of the honor system? Shall admission to fraternities be postponed to second year?

*College procedures:* How avoid commercialism in athletics? How fit physical education into the academic program? How secure better balance and correlation of subjects in the curriculum? How introduce music and fine arts? How teach business administration? How recognize quality in credits? How best stimulate student initiative? How make extra curricula activities have educational value? How improve tone of college humor? How strengthen training in morals, self-control, character? How conduct convocations and chapel? How develop R. O. T. C. units? How secure most from literary and debating clubs?

*Administration:* How manage beginners' courses in elementary subjects? How evaluate credits and secure uniformity of grades and units among institutions? How secure uniform time of preparation for one lesson? What are present examination systems? How secure uniformity in college certificates? Where is sectioning of classes on basis of ability profitable? How organize honors courses? How

secure progressive gradation of content of courses in college? What is the valid distinction between junior and senior college? What is the relation of the college work to professional training? How best organize summer schools? Night schools? What are the costs of instruction?

*Faculty:* What are the conditions of faculty tenure and promotion? Do the Ph.D. requirements produce a satisfactory instructor? What is an effective teacher-training curriculum? How reward productive scholarships? How equalize salaries? Are women's opportunities in life increased by a Ph.D.? Are honors courses effective in getting jobs? How stimulate research in colleges? What are the relative values of college subjects as shown by later life? How secure interstate recognition of teachers' certificates?

It will be noted that all the foregoing questions deal with operation and procedure in individual institutions. Three of the letters from larger universities suggest three problems of a difficult nature, namely: (1) How develop a kind of supervision of college instruction that will bring out the facts as to what is going on in the classrooms and laboratories? (2) To what extent is it possible to secure wiser distribution of financial resources available in America for higher education by further discouraging institutions from trying to teach everything that any other institution teaches and by encouraging development of strong departments in special subjects in particular institutions and reference of students in each special subject to institutions strong in the desired specialty? (3) What are the needs of the country as regards higher education in its several branches, and what is the provision now available to meet those needs?

Such an array of problems concerning individual institutional management and national interrelations among institutions presents an embarrassment of riches to an organization like this Council established to encourage cooperation in solving such problems. It is conceivable that the Council might ultimately organize a cooperative study of each and all the questions proposed. Such an undertaking would, however, obviously result in great dissi-

pation of energy and leads us into a state of confusion worse confounded. Further analysis, coordination, and simplification are essential if steady and sure progress is to be made in reasonable time and at reasonable cost.

Under these conditions it is suggested that a guide to the selection of the most promising problems for cooperative study may be found in the principles stated in the preceding paragraphs. For if progress in education is measured by growth of people in capacity to cooperate in letting facts control education, it follows that the most fruitful enterprises will be those that stimulate people to grow in this direction. This means not only that the problems for cooperative study should be so chosen that their solutions yield the kind of facts that control education, but also that the studies be so organized that the largest possible number of people develop by participation fact-finding and fact-following habits in education. A successful cooperative study is really a research seminar, in which those who participate are learning to be scientific by the most effective of all processes, the job method.

The present cooperative study of a psychological examination for freshmen conducted by this Council is an excellent example of an enterprise that both finds needed facts and trains those who take part. The experimental test blank was framed by competent experts, and 109 institutions tried it on 40,000 students. Thus enough cases were secured to make the facts found significant, and every participating institution has progressed in powers of administering and interpreting such tests. This form of cooperative experiment is more stimulating to progress than are reports by committees or individuals who have educated themselves by producing the report and then rely on the printed page to educate others. It is also much less expensive for the guiding committee because of the division of labor among many coworkers.

That cooperative experiments are destined to play a significant rôle in future progress, all who have taken part in them must gladly agree. They secure the facts people

want and are ready to assimilate by a process that makes many people grow. They are thus most effective instruments for hastening the establishment of a truly democratic system of education controlled by facts and operated by cooperation of many men of many minds. I commend the principles on which they are organized and conducted as safe principles for guiding the selection of problems and organizing the studies that this Council will undertake to sponsor.

These two growing tendencies of people to rely on facts and to cooperate explain why such organizations as the American Council on Education, the National Research Council, and the Research Council of the Social Sciences have been established. Cooperation does not flare up by spontaneous combustion; sparks and mechanism are needed to make it effective. And now that the machinery of cooperation is started, the demand for facts and team play is increasing so rapidly that voluntary agencies and private fortunes will soon be unable to carry the load. Public support is needed. How can the Federal Government best stimulate the growth that measures progress in education without usurping any control which is and should be reserved to the states and to the people?

This question of national organization of education in harmony with the spirit of this republic is of such vital significance to the perpetuity of our institutions that it is worthy of as careful consideration as was given our political organization by the constitutional convention. Acceptance of the thesis that facts control education opens the way for a satisfactory solution of this problem, because there are inherent in control of facts effective checks and balances which make autocratic control as impossible in education as our political checks and balances make imperialism impossible in government. A fact-finding Department of Education in the Federal Government cannot, if it would, acquire undue influence over education so long as numerous voluntary and independent educational organizations are also actively seeking by cooperative studies and experiment

to discover and publish facts essential to educational progress. This Council can at present render no more significant service to national education than to help establish a Federal education office that is adequately equipped and supported and devoted exclusively to stimulation of the growth of the fact-finding habit and the cooperative spirit in the American people.

C. R. MANN,  
*Director.*



## Treasurer's Report

WASHINGTON, D. C.,  
May 1, 1925.

DR. C. R. MANN, DIRECTOR,  
*American Council on Education,*  
26 Jackson Place,  
Washington, D. C.

DEAR DR. MANN:

I herewith submit five statements of F. W. Lafrentz & Company, being audits for the period May 1, 1924, to April 30, 1925, on the following accounts of the American Council on Education:

American Council on Education—general funds.  
Educational Finance Inquiry Fund.  
International Education Fund.  
Modern Foreign Language Study Fund, Canadian Committee.  
Modern Foreign Language Study Fund, New York Committee.

I desire to submit these papers as my Annual Report as your Treasurer for the past year.

Very truly yours,

CORCORAN THOM,  
*Treasurer, American Council on Education.*

AMERICAN COUNCIL ON EDUCATION  
STATEMENT OF RECEIPTS AND DISBURSEMENTS

*From May 1, 1924, to April 30, 1925*

RECEIPTS

Constituent Members.....	\$1,600.00	
Associate Members.....	120.00	
Institutional Members.....	28,700.00	
	<hr/>	\$30,420.00
Subscriptions to EDUCATIONAL RECORD and extra copies.....		137.80
Reprints.....		26.50
Contributions:		
General Education Board for English Study Fund.....	\$500.00	
Committee on Foreign Travel and Study....	5,249.86	
Committee on Franco-American Scholarships.	1,000.00	
	<hr/>	6,749.86
Sale of Psychological Tests.....		2,301.24
Interest on Bank Deposit.....		92.01
Miscellaneous Interest.....		13.44
Services Division of Personnel.....		212.00
		<hr/>
		\$39,952.85
Personnel Research Fund.....		2,000.00
		<hr/>
		\$41,952.85
Cash on hand, May 1, 1924.....		8,231.28
		<hr/>
		\$50,184.13
		<hr/>

# DISBURSEMENTS

## Salaries:

Director.....	\$9,000.00	
Assistants.....	6,346.56	
		\$15,346.56

Rent.....	1,486.23
Stationery, Printing and Supplies.....	963.66
Postage.....	412.95
Telephone and Telegrams.....	361.97
General Expense.....	590.40
Traveling Expenses of Director.....	941.07

## Committees:

Executive.....	\$871.52	
Franco-American Scholarships.....	1,019.25	
College Standards.....	41.00	
Foreign Travel and Study.....	5,249.86	
Study of Teaching of English:		
From balance unexpended May 1,		
1924.....	\$62.46	
From contribution current year..	500.00	
		562.46
		7,744.09

Publication Expenses EDUCATIONAL RECORD.....	2,438.30
Subscription Refunds to Institutional Members.....	73.00
Expenses of Psychological Tests.....	2,350.29
Furniture and Fixtures.....	638.76

## Division of College and University Personnel:

Furniture and Fixtures.....	\$159.50	
General Expense.....	86.98	
Postage.....	415.00	
Rent.....	733.80	
Salaries.....	6,972.50	
Stationery, Supplies and Printing.....	1,618.95	
Telephone and Telegrams.....	85.00	
Traveling Expenses.....	587.27	
		10,659.00

Personnel Research Work.....	1,771.05
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\$45,777.33

## Cash on Hand, April 30, 1925:

American Council on Education.....	\$4,177.85	
Personnel Research Fund.....	228.95	
		4,406.80

\$50,184.13

# EDUCATIONAL FINANCE INQUIRY FUND

## STATEMENT OF RECEIPTS AND DISBURSEMENTS

*From May 1, 1924, to April 30, 1925*

### RECEIPTS

Carnegie Corporation .....	\$10,000.00
Commonwealth Fund .....	10,000.00
Interest on Bank Deposits .....	466.49
Sale of Equipment .....	271.93
	<hr/>
	\$20,738.42
Cash on Hand, May 1, 1924 .....	14,996.96
	<hr/>
	<u>\$35,735.38</u>

### DISBURSEMENTS

#### Salaries:

Investigating Commission Staff and Assistants .....	\$1,499.17
Clerical and Field .....	2,712.93
	<hr/>
	\$4,212.10
Printing and Publications .....	19,893.13
Supplies .....	152.98
Traveling Expenses .....	29.47
Postage, Telephone, Telegrams, etc. ....	107.67
	<hr/>
	\$24,395.35
Cash on Hand, April 30, 1925 .....	11,340.03
	<hr/>
	<u>\$35,735.38</u>

INTERNATIONAL EDUCATION FUND  
STATEMENT OF RECEIPTS AND DISBURSEMENTS  
*From May 1, 1924, to April 30, 1925*

RECEIPTS

Laura Spelman Rockefeller Memorial Fund.....	\$35,360.00
Commonwealth Fund.....	500.00
Charles Lathrop Pack.....	1,000.00
Committee on Foreign Travel and Study.....	7,225.00
Undergraduate Scholarships.....	2,000.00
Interest on Bank Deposits.....	200.57
	<hr/>
	\$46,285.57
Cash on Hand May 1, 1924.....	2,212.09
	<hr/>
	<u>\$48,497.66</u>

DISBURSEMENTS

Washington Office:

Salaries:

Director.....	\$4,800.00	
Assistants.....	1,376.06	
	<hr/>	\$6,176.06
Traveling Expenses.....	923.60	
Stationery Printing Supplies.....	243.93	
Telephone and Telegraph.....	8.84	
Postage.....	140.00	
Furniture and Appliances.....	354.34	
Teachers Annuity Association.....	525.00	
Advance of Employee's proportion to Teachers Annuity Association.....	315.00	
Rent.....	1,040.01	
General Expenses.....	672.82	
Repayment advance by American Council on Education for Committee on Franco-American Scholarships for 1924-25.....	1,000.00	
Entertainment at New York of French Students.....	60.75	
Committee on Franco-American Scholarships for 1925-26.....	1,000.00	
	<hr/>	\$12,460.35

Forward.....		\$12,460.35
New York Office:		
Salaries.....	1,633.33	
Office and Traveling Expenses.....	180.00	
	<hr/>	1,813.33
London Office:		
Salaries.....	\$4,499.96	
Teachers Annuity Association.....	175.00	
Advance of Employee's Proportion to Teachers Annuity Association.....	116.68	
Office and Traveling Expenses.....	5,650.00	
Exchange.....	21.26	
	<hr/>	10,462.90
Paris Office:		
Salaries.....	\$5,686.68	
Office and Traveling Expenses.....	6,454.60	
Furnishings.....	1,000.00	
Exchange.....	23.25	
	<hr/>	13,164.53
War Memorial Fund.....		5,326.20
		<hr/>
		\$43,227.31
Cash on Hand, April 30, 1925.....		5,270.35
		<hr/>
		<u>\$48,497.66</u>

MODERN FOREIGN LANGUAGE STUDY FUND—NEW YORK  
COMMITTEE

STATEMENT OF RECEIPTS AND DISBURSEMENTS

*From May 1, 1924, to April 30, 1925*

RECEIPTS

Carnegie Corporation.....	\$44,560.05
Interest on Bank Deposits.....	89.75
	<u>\$44,649.80</u>

DISBURSEMENTS

Salaries and Wages.....	\$14,247.09
Supplies and Equipment.....	3,666.95
Printing and Publicity.....	828.72
Communications.....	694.19
Travel and Meetings.....	8,143.60
Expert Assistance.....	5,268.69
	<u>\$32,849.24</u>
Cash on Hand, April 30, 1925.....	11,800.56
	<u>\$44,649.80</u>

MODERN FOREIGN LANGUAGE STUDY FUND—CANADIAN  
COMMITTEE

STATEMENT OF RECEIPTS AND DISBURSEMENTS

*From May 1, 1924, to April 30, 1925*

RECEIPTS

Carnegie Corporation.....	\$19,000.00
Interest on Bank Deposits.....	28.67
	<u>\$19,028.67</u>

DISBURSEMENTS

Salaries and Wages.....	\$5,262.60
Supplies and Equipment.....	918.12
Printing and Publicity.....	60.20
Communications.....	5.61
Travel and Meetings.....	4,572.76
	<u>\$10,819.29</u>
Cash on Hand, April 30, 1925.....	8,209.38
	<u>\$19,028.67</u>

## Report of the Committee on Federal Legislation

IT IS related that when after seven years the last sheet of copy for Johnson's Dictionary arrived from the unpunctual author the publisher Millar exclaimed, "Thank God, I have done with him." "I am glad," said Johnson, when this remark was repeated to him, "that he thanks God for anything." Your Legislative Committee after seven years' participation in the project of a Federal Department of Education has no definite accomplishment to report. We can only record the termination of the 68th Congress and thank God.

Even the exhortation of the President of the United States and the promised cooperation of the leader of the Senate were not sufficient to bring the proposal for the creation of a Department of Education and Relief to a vote. The various bills dealing with a department were the only pending legislation of serious moment in which education was directly concerned.

At the last annual meeting your Committee on Federal Legislation was instructed to seek by a referendum to ascertain the attitude of the constituency of the American Council toward the proposal to create a Federal Department of Education. When the chairman of your committee and the Director of the Council discussed the matter it appeared that, owing to the complexity of the Council's membership, there was some question as to how the referendum should be taken in order to have real significance. It was therefore decided, in view of the fact that only one-third of the members of the Council were present when the vote was taken at the annual meeting, to appeal to the voting members of the Council for a ruling on the following questions:

1. Shall a referendum on this question be taken?
2. If so, shall it be taken by—
  - (a) Vote of constituent associations at annual meeting.



(b) Votes of Faculties of institutional members.

(c) Individual votes of members of Association and of members of Faculties of Institutional members.

3. What should be the maximum expense allowed for the referendum?

This vote was sent to the 45 members of the Council with the result that 20 members voted no, 17 voted aye, and 8 failed to vote on the general question of taking a referendum. The Executive Committee of the American Council, therefore, at its meeting on January 2, 1925, decided that no referendum should be attempted.

The whole question, however, has been prominently before the educational world during the past year. It was presented at the annual meeting of the National Education Association in Washington in July, when the President of the United States was himself a speaker on the relations of Government and Education. It was presented at the Department of Superintendence meeting in February, and the department again went on record as in favor of a Department of Education. It was discussed in a debate at the annual meeting of the Association of American Colleges. For the first time it found definite statement in the platform of a national party and was an issue in the presidential campaign. It has been discussed in countless newspaper and magazine articles in all parts of the country. As in every great question of public policy supporters and opponents are led to their respective positions by a variety of motives. The Volstead Act, the Income Tax, the Ku Klux Klan, and the League of Nations would not appear closely related to the question of a Department of Education, but as a matter of fact they do determine the attitude of a good many on the question as to whether education shall be represented in the Federal Government. The educational world itself, while not by any means a unity, is more nearly unanimous in favor of the proposition than anyone who has had experience with the divergence of views in college faculties would have anticipated.

At a conference called by the Legislative Commission of the National Education Association this spring a disposition

was manifested still further to unify and solidify the educational forces which support the general idea of a National Department of Education. The results of that conference in a proposed modified bill have been submitted this morning attached to your program and will be discussed by Dr. Strayer at the afternoon session. The Director of the Council, Dr. Mann, has suggested in his recent article in the EDUCATIONAL RECORD that still more can be accomplished along this line by a larger and more general conference next fall. Such a conference could not but be helpful to the solution of this important problem, though, as President Hadley observes in his book on Freedom and Responsibility, "There are times when firmness of purpose and promptitude of action, even though it be somewhat unwise, are preferable to the wisest deliberation protracted to an undue length."

A great deal will depend on the decision reached by President Coolidge as to the policy of the administration in pressing the reorganization of the Executive Departments in the next Congress. It is unlikely that any reorganization can be effected unless it is made a primary matter of administrative policy. Congress in the present generation is disposed to avoid unnecessary trouble to itself by dealing only with measures which are pushed with such vigor by some dominant interest, either within or without the Government, that action cannot be postponed.

It is not the function of your Committee on Legislation to initiate legislation, but to watch the legislative field, to oppose measures detrimental to education which are disapproved by the Council, and to support and promote measures in the interest of education which command the general approval of the Council's constituent members. If the President should determine to push the creation of a Department of Education and Relief, the administrative bill should, in the judgment of your chairman, have the support of the Council on the principle that a half loaf is better than no bread, when no question of vital interest is at stake. At the same time it would seem very desirable

for the Council to bring to the attention of the President the serious objections to the combination of Relief, particularly pensions and other forms of war relief, with Education; and to suggest that if Education is not considered a large enough field to justify a separate department, that Health be combined with Education rather than Relief; these two subjects being both concerned with the future and with the men and women of tomorrow rather than, as in the case of Relief, with the men of yesterday.

Judging by the reactions which have come to your chairman as a result of the various debates and publications on this subject during the past year, the country favors by a decided majority the representation of education in some form in the President's Cabinet and the pronouncement of President Coolidge in favor of such a step is one explanation of why the vote last November showed that he best reflected the prevailing sentiment of the American people. In view of this fact we many not only "Thank God, but "take courage."

JOHN H. MACCRACKEN,  
*Chairman.*

## Report of the Commission on the Educational Finance Inquiry

*April 25, 1925*

WITH THE publication two months ago of the report on Unit Costs of High Education by President Edward C. Elliott and Mr. E. B. Stevens, the Commission in charge of the Educational Finance Inquiry completed its work. In the memorandum which was submitted to the supporting foundations at the time the inquiry was under consideration its purpose was stated as follows:

For the purpose of making, in selected, typical communities and states, an intensive study of present expenditures for the several grades and institutions of public education, and the relationships of such expenditures to the expenditures for other public purposes and to economic resources, as a basis for discovering the extent to which the free educational system of the country can be maintained and developed by the more complete and economical utilization of both present and potential sources of public revenue—local, state, and national—the committee recommends that there be instituted an Educational Finance Inquiry.

The committee conceives the undertaking to be wholly scientific in character, and that it involves the assembling of a body of facts and the reasonable interpretation of such on a scale never before attempted. It is especially clear to the committee that the inquiry in itself is separate and distinct from any specific, practical program of accomplishment which may grow out of its results. The purpose is essentially the gathering of evidence upon the basis of which more intelligent economic judgments may be formed touching the development of our whole educational effort.

The thirteen volumes which have been issued are, in the judgment of the members of the Commission, in line with the proposal which formed the basis for the support of the inquiry. Facts with respect to the cost of education have been presented in considerable detail for four states, New York, Illinois, Iowa, and California. These data were derived only after a most painstaking inquiry beginning with the reports available in state offices and carried forward

in some instances into every administrative unit of the state. In every case the state office is limited by the resources made available for its work in the collection of data and in their organization and presentation. It is therefore without being critical of those responsible for these offices that the statement is made that for the first time an accurate and analytical display of the costs of education has been made available.

In connection with each of the state studies attention is given to the revenue system now in force and to the method employed by the state in allocating support as between the locality and the state as a whole. In the consideration of the problem of the equalization of educational opportunity within the state certain fundamental principles with respect to the state's part in the financing of education have been developed. It is interesting to note in passing that these discussions have already been influential in more than one state in modifying a system of state support in line with the proposal that

the state should insure equal educational facilities for every child within its borders and a uniform effort throughout the state in terms of the burden of taxation; the tax burden of education should be uniform throughout the state in relation to tax-paying ability, and the provisions for schools should be uniform in relation to the educable population desiring education. . . . This would not preclude any particular community from offering at its own expense a particularly rich and costly educational program. . . . It does propose that there be an adequate minimum offered everywhere, the expense of which should be considered as a prior claim on the state's economic resources.

In like manner the whole problem of the economic limitations of educational expenditures is discussed for each of the four states. It is proposed "that educational activity, even though publicly administered and supported, is in a very real sense economically productive." It is further claimed

that to increase the support of public education means fundamentally that the aggregate economic resources of the community must be increased or that support must be diverted to education from some other object to which it is now devoted; that increased production is not

always easy to accomplish; and that diversion always involves abstinence from objects formerly consumed. . . .

The quantity of additional support for education which can be made available depends on the one hand upon the strength of the community's desire for what education has to offer and the strength of its desire for alternative products, and on the other hand upon the ease with which productivity may be increased or diversion effected. The fact that the community is increasing its support of public education is in itself no occasion for alarm or for predictions of disaster. It is of the highest importance, however, that the community should realize what it is doing and that the decisions be purposeful and intelligent.

For the country, as a whole, data have been assembled which make possible for the first time an accurate comparison of the cost of public education with other governmental expenditures; the relationship of national, state, and local support of education; and the relation of educational expenditures to the resources of the several states.

The inquiry presents most important evidence concerning the fiscal administration of schools in the volumes dealing with (1) the fiscal administration of city school systems; (2) the political unit of school support in Illinois; and (3) the public school debt in Illinois. In addition to these important contributions each of the state studies reveals facts which are of the utmost importance to one who would judge of the necessity for the reorganization of the administration of public education.

The report on Unit Costs of Higher Education gives for a typical group of higher educational institutions: (1) a detailed description of a technique for the classification of institutional expenditures, and (2) the correlation of these expenditures with students and other services so as to display definite, accurate, and comparable cost data.

The data assembled and analyzed in this report are almost exclusively from institutions maintained by public taxation. This study is due primarily to the willingness and the availability of selected institutions to furnish the necessary detail of their financial operations. Nevertheless, in view of the great improvements being made by practically all progressive universities, colleges, and other higher schools in their systems of financial accounting, improvements inevitably tending to a recognized standardization in the classification of expenditures, it is

believed that the unit cost technique displayed in this study will be found to be readily adaptable and useful alike to the private endowed non-state as well as to state institutions.

Not the least service which the Commission has been able to render is the publication of an annotated bibliography. This bibliography, it is believed, will stimulate further inquiry in the financing of education by making available to students in the field all of the important discussions and sources of data. It is believed that the arrangement and indexing of the bibliography will make it possible for the school executive or for the investigator to find, with a minimum of delay, the information which he requires on any problem of educational finance.

The president of the Carnegie Foundation for the Advancement of Teaching, in a criticism of the work of the Finance Inquiry, proposes that

the fundamental educational questions before any state, municipality, or school district turn upon quality. Is the quality of our present education satisfactory? Are the enterprises and courses which we are now supporting yielding the results for which we have the right to hope? How much more money, if any, must we spend each year before we shall receive a fair return?

It is his contention that the work of the Finance Inquiry "will be valued by many persons in the degree in which they measure these problems and indicate for them a possible practical solution." The members of the Commission share with their critic his opinion of the desirability of conducting inquiries which will deal with the quality of the educational service. They cannot agree with him that an inquiry which proposed to make the study outlined in the purpose recorded above failed in this undertaking because it did not undertake a different sort of inquiry. They might reasonably propose, as well, that their estimate of the cost of the undertaking would have been many times the amount provided had they planned to undertake an inquiry concerning the quality of public education.

As the director of the inquiry I have tried to indicate in this brief report something of the achievements of the Educa-

tional Finance Inquiry. Many other studies growing out of the work of the finance inquiry are either underway or are already completed. Significant reports have been published on school budgets, on the issuing of school bonds, and on the insurance of school property by assistants who cooperated with the headquarters staff on the New York study. A most significant inquiry concerning the measurement of educational need in local school districts and the development of a sound basis of state support has been completed by other members of the group who participated in the New York inquiry. This study has been made the basis of legislation in the State of New York which recognizes definitely the fundamental principles of the state's obligation to provide at least a minimum of educational opportunity based upon an equal tax burden.

Other investigations based upon the work of the Finance Inquiry have been completed for the states of North Carolina and Georgia. In both instances they propose a definite program of reform in the state's support of its public school system. It does not seem extravagant to hope that other investigations, based upon the work of the Finance Inquiry, will be undertaken throughout the United States which will contribute to the development of a sound program in the financing of public education.

The members of the Finance Inquiry would be the last to claim that the investigation of the financing of education has been completed. They recognize the need for further inquiry and believe that competent students will find in the reports which they have issued a sound basis upon which to build these further investigations.

GEORGE D. STRAYER,  
*Chairman.*



## Report on the Modern Foreign Language Study in the United States

THE FIRST word should be one of acknowledgment to the American Council on Education for its willingness to act as sponsor of the study. That we have been permitted to work under its auspices has been a direct advantage to us, not merely in our collegiate contacts but throughout the entire range of organization and investigation. The Council's support and sympathy have served as an introduction to wide circles and have given to the study a prestige which it could not have enjoyed except after a long period of probation. The Director, Dr. Mann, and the Assistant Director, Dr. Robertson, have been ready with advice and suggestions, wherever sought, and have put at our disposal a wide range of experience with many forms of collective educational effort. To them and to the Executive Committee and the members of the Council we render sincere thanks on behalf of the colleagues engaged in this study and on behalf of the great group of teachers of the modern foreign languages in this country, who are intent on the successful progress of this undertaking.

The general plan of the study as it has developed in the seven months of active prosecution has embraced in the main the gathering of statistical and other information, the organization of problems for test, experiment, and research, and the bringing of these into the hands of selected persons of educational psychology and the modern foreign languages. We were fortunate in some ways in being able to utilize the experience of former curriculum studies of a similar sort, though, to be sure, no one of these had quite the scope or the implications which a study of the modern foreign languages must have. The Mathematical Survey was largely restricted to a canvassing of opinion and of researches and experiments previously made. I do not desire by this statement to

reflect in any way upon the character of that investigation, which has brought light from so many sides upon the problem of secondary school mathematics; nor do I intend to call it an "armchair investigation." The methods which it followed were those which recommended themselves to persons who knew the problem best as the methods most adapted to lead to helpful results. The Classical Investigation came nearer to the aims which we were obliged to follow, inasmuch as it was in the main an exploration of a linguistic field. On the other hand, it occupied itself with a single language and restricted its investigations solely to the secondary school, whereas we are obliged to consider the question of collegiate instruction at the same levels and grades as the instruction in the secondary schools. The difficulties attending the study of method and content of instruction in three languages differing so widely as French, German, and Spanish, create a complex situation which has made our field of exploration a very wide and confusing one.

Although our problem, then, is essentially different, we have been able to profit much from these previous investigations. The Classical Investigation, especially, showed us the way to reach the primary sources of information in collaboration with the Bureau of Education in gathering statistics of enrollment, and also led the way to the departments of educational research and gave valuable hints as to how their help might be enlisted. From many helpful agencies we have sought and found assistance in delimiting our investigation and in technique and organization. The Classical Investigation gave hints for the development of the regional organization of modern language teachers, an organization to which we have devoted a considerable amount of care and expense, and which is already bearing fruit in all parts of the country in the mobilization of the modern language teacher for purposes of experiment and other cooperation. From the study of Educational Finance we received many helpful suggestions for budgetary organization. The Carnegie Foundation has given us valuable

assistance in surveying the field of foreign language instruction in the colleges, and the Bureau of Education in Washington has gone as far as the law and its budgetary limits would permit in working with us toward the goal of an exhaustive statistical exploration of enrollment, teaching staff, and physical conditions surrounding the instruction in the modern foreign languages in the secondary schools. Constantly, and from the very first, we have had a sympathetic understanding on the part of the Trustees of the Carnegie Corporation of New York and many valuable constructive suggestions from its president.

Generally speaking, our problem in the first year has been a search for information as to present status and conditions: Information regarding secondary school and college enrollment, teachers' preparation, organization of courses and classes, and such leading figures and facts regarding modern language work as must be studied exhaustively, in order that the situation may be viewed in its national entirety as well as in its details. The search for this information has involved a free use of questionnaires, despite the fact that this device has grown extremely unpopular through its misuse. Many persons have from the first warned us against the abuse of the questionnaire, but no one has been able to suggest any other practicable way by which basic information of an *exhaustive* character for the whole country could be obtained. These warnings have, however, had a very sobering effect on our Committee on Investigation, causing it to deliberate long over its questionnaires and experiment with them in a restricted field before sending them out to wide circulation. We have learned to our sorrow that dealing with 20,000 secondary schools and 700 colleges involves problems of mass and weight beyond anything which we have conceived to be possible and requires of the investigating agency a highly intricate technique, so intricate, indeed, as to demand a very much longer period of preparation than is at our disposal. In general we have appealed through these requests for information to three classes of persons: To the principals of secondary schools, to the modern

language teachers in secondary school and college, and to the registrars of the collegiate institutions. To prepare the way for these appeals we have found it necessary to take a leaf from the book of the advertising agencies and to develop a program of newspaper and other publicity, in order to arouse sluggish interests and overcome deep-seated prejudice.

It is impossible to say just at present what our success has been in meeting these difficulties. Our great questionnaire to the secondary schools went out in the third week of March, and the first returns are *not* disappointing. The request for information addressed to the universities and colleges of the country, all of which are in a measure (although they may not be aware of it) engaged in the training of modern language teachers for the secondary schools, went to its addressees about the middle of April, and the form sent to collegiate registrars asking for detailed information as to enrollment in the lower levels of modern language instruction in the colleges and universities and regarding teaching staffs in these subjects is now being made ready for mailing. We are distinctly hopeful that the results will enable us before the coming summer is over to measure in its full breadth and depth the problem of instruction in modern foreign languages in this country, for, compared with the great groups of institutions from which statistical and other material will then have been gathered, the other agencies for teaching modern foreign languages in America are negligible.

We are awaiting our results with modesty, but if we shall have been deceived as to the success of the methods which we have followed in this regard, it will, I assure you, not be on account of a lack of work or prayer.

The task which will fill the second year of this study will be the carrying through of a great group of experiments and tests and researches, bearing on the objectives of the study of modern foreign languages in this country, and the method and content of the courses in those languages. It is obvious that the educational world has entered on a period when the tendency to rate the subjects of education only by their

measurability by some technical device is in some danger of being overdone. Nevertheless, we should wilfully close our eyes to the tremendous service rendered to the American schools by workers in educational psychology in recent years were we not to avail ourselves, in so far as the limited time and conditions permit, of the technique of this field. The question of the proper objectives of courses of study in our secondary school and college curricula is receiving an intense investigation from many sides. It is quite clear that much is being said and written on this subject by supposed authorities which is entirely *a priori* and rests on no wide basis of observation or experiment. Perhaps the modern languages have had to suffer more than any subject in the school curriculum from this sort of dogmatic theorizing. The immense financial burden which the rapid growth of the free secondary school system is throwing upon the taxpayer has led him to question the value of subjects which cannot qualify for that curriculum except through cultural arguments, and the taxpayer has found his way to a group of educational theorists who have formulated with reasoned clearness, but frequently, as it seems to the protagonist of the older school disciplines, without sufficient basis of knowledge or experiment, the objective values of various branches of school study. The modern language teacher has suffered, not altogether in silence, under the statement frequently repeated, that his subject did not belong in the high school curriculum, and must either be eliminated or restricted along lines which seemed to him pedagogically unsound. It must be confessed, on the other hand, that very few of us are willing to face the question of the objectives of our teaching. To ask the average teacher, no matter what subject he teaches, to define why he teaches it and its ultimate values to society, is almost like inquiring into family secrets.

We have felt it necessary, then, at the beginning, to face this question frankly, and while accepting for experimental purposes any objective, material, cultural, social or disciplinary, of the teaching of the modern foreign languages that

has traditional or other backing, to explore through every device of experiment or research that might offer itself the validity of these objectives, not for European students, but for American boys and girls; not solely for students preparing for college, but for the great body of secondary school students for whom the doors of the higher institution will never open. We have not and we shall not evade the question as to whether foreign languages have any validity for the great majority of American students. We shall not hesitate to disclose our findings, even though it puts many of us out of business. It is well known that as a result of their study the Latin investigators were forced to the conclusion that, whatever benefits might result from the teaching of Latin, the ability to read Latin after the usual period of school and college study was not one of the capacities gained by the Latin students.

The positing of these objectives, then, opens the way for a wide field of test and experiment. It is true that in many cases such testing must confine itself to the assembling and digesting of opinion, but opinion based on experience and having the authority of intelligent and matured thought behind it is in itself of high scientific value. So far, however, as objectives can be tested by experimental means, we have sought to outline a program of test.

The primary purpose of the Modern Foreign Language Study is, of course, the formulation of a report which shall take into consideration the entire group of factors which go to make up the situation and shall set forth for the aid of teachers the facts as ascertained, and, taking into consideration the experience of other countries, draw from these facts conclusions for the betterment of instruction. This means, of course, the canvassing of many methods and the study of the proper content of courses, with the idea of putting before the foreign language teacher, not necessarily the *best* method or the *best* course (these are not to be found) but the conditions which, with the limitations imposed by America's position and by the present stage of American educational development, will make for the creation of the best results.

To do this it is necessary to find or invent means of general validity, as objective as possible, for measuring results in modern language teaching. This involves many questions of technique. That you may have a more intimate look into our laboratory I will bring before you one phase of this—the creation of a series of achievement tests—a phase which has in recent months occupied the attention of our investigators and a number of persons whose help they have been able to enlist. From every side had come to us the statement that modern foreign language instruction lacks, perhaps as much as any subject in the curriculum, definite standards. The standards in ability to read, standards for writing the language or speaking it or understanding it when spoken. With the great diversity of preparation on the part of teachers—and lack of preparation—with the wide differences in school organization and usages met with, how is it possible to meet this demand, that at least in its earliest stages the norm of accomplishment in these languages be standardized? The way had already been blazed by a number of teachers and psychologists, and we have studied their investigations and sought to organize new ones, in order to create a battery of tests which should have something like nation-wide validity and enable the teacher, whether in a private school in Massachusetts or a public school in Texas or California, to say with some definiteness how far his pupil has advanced in the command of the fundamentals of French, German, Italian and Spanish. One of these efforts has been to construct a comprehension test in French which, through choice of content and ease of scoring, may be given anywhere and measure the accomplishment of any student in this field. Such a test has been constructed and experimentally tried out with several hundred students in the Chicago schools and will, we think, before the end of this academic year, be brought to a point of standardization where its use on a wide scale will be justified. It is hoped next year to give it to many thousands of students in different areas of the country and, by the results, to show what the present stage of achievement in

the comprehension of French is in the American secondary school. It can easily be seen how wide the field is and how complex and difficult the organization and staging of such an experiment must be.

But this is only a part of the program which is outlined for next year. The creation of scales for reading, for composition and for oral and aural use of the language belongs to the same general undertaking. Aside from achievement there is a vast group of problems relating to the possibility and means of prognosis of linguistic capacity, problems relating to vocabulary, to grammar, to phonetics, to the whole field of the learning of the language in its relation to the period of life, to rate of progress in language learning and to the specific abilities involved in it in correlation with those required in other school subjects. There are technical problems of instruction method, questions of the transfer value of linguistic training into the other fields of study, and a great number of problems of organization and administration. Many of these have been listed and have been brought by our investigators to the attention of departments of educational research.

Here, as in the whole field of test and experiment, invaluable aid has been derived from the association with the Study as its advisor in educational research of Prof. V. A. C. Henmon, Director of the School of Education of the University of Wisconsin. One of the functions of the study, and not its least important one, is to endeavor to build a bridge between the departments of education and those of the modern languages, for we are convinced that definite progress in modern language instruction can be made only when these two organs of educational study function together and not separately, as has been so often the case. No successful experiment or study can be carried on in the field of languages by a department of educational research without a linguistic training, which the psychologist seldom has. On the other hand, it is rare that the modern language teacher possesses the training for the objectivization of his problems and for the measurement and scoring of experiments



that belongs to the fundamental equipment of the psychologist.

It cannot but be apparent that the task which I have the honor to outline to you in its general features is far too great for any investigation so limited in time to do more than discover the essential features and make an approach to its most fundamental problems. We have grown much more modest in the past year as to what we shall accomplish and as to what may be accomplished through any investigation of American curriculum subjects. We have learned that we need to measure conditions in units of hundreds of thousands and to appreciate what a tremendous task it must be to lift the performance of the thousands of modern language teachers and of the perhaps more than a million students of the modern languages to higher levels.

Nevertheless, there are many features of such a study which present reasons for profound encouragement. The visible awakening of professional interest on the part of modern language teachers throughout the nation who have become aware of the study and of its possibilities, the quite apparent growth in appreciation of the importance of definite objectives of instruction and the spirit of hope and optimism which rises with the sense of concerted effort, are showing themselves in many parts of the country. Perhaps more than any other high school teacher the teacher of modern languages has heretofore felt a sense of isolation and a lack of guild enterprise. It will certainly be not the least important accomplishment of a study, where the winning of definite and tangible results is so difficult, if thousands of teachers in the modern languages shall have been brought to an appreciation of the possibility of the growth and development of their subject as an educational function and a national necessity.

ROBERT HERNDON FIFE,  
*Chairman.*

## The Report on the Modern Foreign Language Study in Canada

TO A MEETING of the American Committee on the Teaching of Modern Foreign Languages, held at White Plains, N. Y., in the spring of 1924, a Canadian representative was invited to advise with the American committee on the organization of a similar investigation in Canada. The result was that, after consultation with ministers of education and presidents of Canadian universities, a conference was held at Ottawa on June 9 and 10, 1924. This conference was attended by representatives from the constituent parts of our educational system—secondary school teachers, inspectors, high school principals, ministers of education, university teachers of graduate and undergraduate courses in French, German, Italian, and Spanish. Dr. F. P. Keppel, president of the Carnegie Corporation of New York, Dr. C. R. Mann, Director of the American Council on Education, and Professors J. P. W. Crawford and R. H. Keniston, vice-chairman and secretary, respectively, of the American Modern Language Committee, attended this conference and helped us with their counsel.

It was the unanimous opinion of those who attended the meeting that an opportunity to serve the cause of modern language education in Canada was being offered that ought not be neglected, and steps were at once taken to proceed with the preliminary organization.

As a result of this conference and a subsequent one held at Winnipeg, November 7 and 8, a permanent general committee with an executive of five members, regional chairmen, and whole-time investigators were appointed. The Conference of Canadian Universities was invited to be sponsor for the investigation and agreed to do so.

The two whole-time investigators have been at work since

January and have already completed a study of the training of modern language teachers in the various provinces, and have made some progress in an analysis of textbooks and examination papers. The American and Canadian committees are cooperating in problems that are common to both of them. For the present they are chiefly concerned with predetermination and achievement tests, work on which is supervised for both committees by Prof. V. A. C. Henmon.

Our work in Canada differs from that of the American committee in many respects. We have not to deal with such vast numbers of teachers and students. Our regional differences are probably not so great as in the United States. The modern language chiefly taught in Canadian secondary schools is French. Only in Ontario are German, Italian, and Spanish available before the student reaches the university. Quebec, on the other hand, presents a situation the like of which does not exist in the United States. There the modern languages taught are French and English. Moreover, the presence in Canada of a relatively large and homogeneous population of French Canadians makes the teaching of French a very practical problem. For the most part, it is a problem and not an advantage to the teaching of French in our schools, because outside of the province of Quebec the opportunities for hearing and speaking French are no more favorable than in the United States. Even in Quebec there are districts where French is rarely heard and where, as in other parts of Canada, it is difficult to obtain teachers qualified to teach French as a spoken language. There are likewise districts in Quebec where English is seldom heard and where the teaching of it presents difficulties. Of a French population in Canada of about two and a half million, 870,000 above the age of ten are unable to speak English.

Certain parts of Quebec promise to be an interesting field for investigation to the educational psychologist. He can there study the progress made in a modern language in a favorable environment. It has been observed, for instance, that French children in Quebec learn English more rapidly than English children learn French. The reason given is

probably correct, namely, that the French in Canada have a greater need for English than the English have for French. With a greater need comes, of course, a greater interest and a desire to supplement work done in the classroom by practice in the street. After all, the two million and a half Frenchmen in Canada form a language island surrounded not only by the English of Canada but the much vaster English-speaking population of the United States. The wonder is that under such circumstances the French language survives in Canada. French of Louisiana has, as you are aware, met the fate one might reasonably expect.

A feature of our educational system which affects the teaching of modern languages as it does other subjects is our highly centralized provincial educational systems. Education lies in the jurisdiction of the provinces. The Dominion Government has recently established an educational statistics division of the Census Department, but it has no direct control whatsoever of educational matters. In every province except Quebec, there is a minister of education who is a member of the cabinet. Under him there is a superintendent who directs the work of the department. In the Province of Quebec there are two independent departments, one for Catholic and one for Protestant schools. This is not the place to go into details, the important thing to notice being simply that in all elementary and secondary schools, curricula, methods of instruction and examinations are controlled by the department of education. We are concerned with this only as it affects modern language teaching. It will be interesting in connection with our investigation to compare results with those obtained by you under a different system. As one might expect, the Canadian system tends toward intensive centralization and conservatism. Some years ago, one minister of education, carried away by his zeal for the direct method in the teaching of modern languages, prescribed the oral method for all language instruction. He soon discovered, however, that almost none of his teachers had that fluency in languages which the use of the

oral method presupposes, and he was forced to rescind his order.

To conclude, Canada offers some interesting new fields for investigation in the teaching of modern languages. Thanks to the generosity of the Carnegie Corporation of New York, it is our privilege to undertake an extensive and, let us hope, intensive study of them. Apart from the value of such an investigation to our own situation, it is to be hoped that we may help you in some measure to study yours. Only in this way can we repay the generous help that we have received from the Carnegie Corporation of New York, The American Council on Education, and the American Committee on Modern Languages.

MILTON A. BUCHANAN,  
*Chairman.*

## Report of the Personnel Division

THE END of this academic year finds the Personnel Division well out of its first experimental stages.

Twenty-three thousand registrations make it possible to plan next year's work without anxiety as to sufficiency of material. The interest and good-will of the official college world have been attested to by the 282 calls for teachers received during the past five months, as compared with 107 calls during the whole of the previous year. Two years of experience have developed a consciousness of the problems involved and an increasingly effective methodology in handling them. Continued along planned lines, the work of another year should produce a structure with foundations solidly set and superstructure fairly assured.

A good portion of the year has been given over to experimental methods in strengthening registration. The effectiveness of the appeal to the college office for cooperation by distributing blanks to the faculty was thought to have been practically exhausted. Various new measures were tried. The American Association of University Professors courteously volunteered the services of the secretaries of its local chapters in registering their colleagues. This has proved most helpful. Members of the Executive Committee of the Council have made successful efforts to enlist the support of friends in the administrative group. Personal visits of Council representatives to various institutions have helped. About 6,000 blanks have been sent to individual teachers. Upwards of 21,000 forms have been distributed during the year.

In spite of the fact that only a little over 10 per cent return has been made, the material has increased in effectiveness many times over last year. One of the reasons for this is the improvement of the registration blank. Another is the fact that it has been possible to bring a very large percentage

of the registrations up to date. In fact, the bugaboo of follow-up has been so nearly exorcised that it is unnecessary to give it further consideration here.

As has been stated, the present registration suffices in numbers for most purposes. It is in certain of its subject units that the data are now weak. The strength of the register in such subjects as English, Economics, and Romance Languages is wholly disproportionate to that in such fields as art, philosophy, and the less generally popular subjects. Naturally, it is expected that the registration would be *larger* in the former cases, but, due perhaps to a relative professional insecurity in the fields where the supply is large, a much greater *percentage* is enrolled than in the other subjects. For practical purposes, the enrollment in some of the subjects is totally inadequate. It is clear, then, that the emphasis of next year's work should be upon recruiting the teachers in these more restricted departments. Professor Boring of Harvard has volunteered his own services and those of the Psychological Association in securing a complete register of American psychologists. This offers an excellent example of a possible procedure in dealing with the problem.

Another weak spot in the registration is the lack of information about fields of specialization. The Personnel Division should play a large part in the adjustment and allocation of specialist teachers. Such information as the location and strength of departments for special study, opportunities for experts in special fields and particularly the possibilities of adjusting specialist teachers to new departments in small colleges should be as much a part of the division's stock in trade as the registration blanks themselves.

Emphasis has been placed this year on enlisting graduate students. Graduate deans and department heads have cordially encouraged this part of the work and have assisted in the enrollment. The six hundred graduate students of Harvard University were canvassed individually and more than a 20 per cent return secured. Approximately one-third

of the calls for teachers have required candidates of the graduate student type. Although there was some skepticism in the beginning as to the ability of this kind of organization to do anything for men and women who have no record of experience, the work has shown surprising strength in this direction. It is known that two appointments have been made from lists of student candidates. The experience of the year has resulted in valuable suggestions toward making this phase of the work much stronger another year. It may be too sanguine to hope that this effort to recruit the profession will ever exert any considerable influence toward drawing in valuable men and women who might otherwise be diverted elsewhere. But already it has served the practical purpose of breaking the habits formed by some appointing officers of going only to a particular graduate school and taking whomever it has to offer. And, from the student's angle, it necessarily must widen his choice of opportunity.

Going even a step farther down in aiding in the preparation for college teaching, the division seems a logical focal point for information regarding scholarships and fellowships. There has been considerable pressure brought to bear on the Council in this direction. A properly regimented body of fact concerning such opportunities, together with the registrations of available candidates sponsored by professors and department heads, undoubtedly would bring to light capacities which otherwise might become obscured, and might serve to break up certain regional or prejudicial congestions. This problem would present delicate situations and should be approached slowly.

Enrollment has so far been confined to accredited colleges and universities. There undoubtedly are valuable young men and women teaching in the unaccredited institutions. An effort should be made to enlist these teachers.

The Council's participation in affairs relating to international education makes it plausible that the teaching forces of American colleges in foreign countries be enrolled and



information about teaching opportunities in these colleges should supplement the data about the home schools.

The experiment of sending a representative of the Council to various institutions for the purpose of determining the sense of administrative officers with regard to the possibilities of the enterprise has proved most profitable. Without interest and good-will on the part of the administrative officers the register could exist but could not possibly operate. These personal visits served in many cases to change skepticism and misunderstanding into, at least, a willingness to be convinced. The case of one of the great state universities serves to illustrate the practical value of these campaigns. Last year the president of this university refused to distribute blanks to his faculty on the ground that a personnel bureau could not possibly function nationally and that it would be especially useless to a large institution. After a personal interview he professed himself to be of an open mind and willing to go half way in giving the service a trial. Two-thirds of his faculty members are now registered and nearly one-half of the graduate students in the university. Eight of his deans and department heads have called on the Council for help in locating teachers for next year. These calls range from part-time instructors to headships of large departments. It is known that at least one appointment has been made to the faculty through this agency. If the service cannot stand this kind of test, it must then be admitted that the executive in question was right.

Cooperation with similar organizations and with professional associations and societies should be persistently encouraged. A delightful and mutually helpful understanding already exists between the Executive Secretary of the American Association of University Women and the officers of the Council. A beginning toward national organization of the college appointment offices with the Personnel Division as the official coordinating agency was made in Cincinnati this spring. The division has no desire to arrogate to itself a preemption of the field of college teaching appoint-

ments. If it is to fulfill its professional purpose, it must be operated in harmony with the policy adopted by the Council of conducting all its activities on the basis of cooperative enterprise. Every college or college officer or college teacher with a personnel problem falling within the range of the division's power to help should contribute to the enterprise by articulating the problems and by offering suggestions as to possible means of solving it. This method will bring to bear on the situation an informed national consciousness. The contribution of the Council should be only the provision of machinery, that this consciousness may function.

S. P. CAPEN.

## Report of the Standards Committee

LAST YEAR the American Council on Education approved and printed the Standards for Accrediting Colleges, Junior Colleges and Teacher Training-Institutions as recommended by the Standards Committee. Having completed this primary task, for which the committee was originally created, attention has been directed to more specific definition of the projects which are most likely to be of practical help in administering and maintaining college standards. As a result the committee has agreed to devote its energies in the immediate future to the following four problems:

1. Uniform certificate blanks.
2. Standard educational terminology.
3. Adjustment between new forms of standards and forms in current use.
4. Effects of different types of standards on educational pace of students.

With regard to certificate blanks, the Carnegie Foundation, at the request of this committee, made a study of the entrance certificates used by 143 universities and colleges in the autumn of 1922. The report of this study, printed in the *EDUCATIONAL RECORD* for October, 1924, served chiefly to emphasize the tendencies observed in an earlier study made by the Foundation for the Association of Collegiate Registrars of the blanks used by 110 universities and colleges in the autumn of 1915. This earlier study, printed in the *Eleventh Report of the Foundation*, included the construction of a suggested uniform blank, which is still available for distribution.

A subcommittee of three has been appointed to make recommendations as to what further action, if any, should be taken to encourage the wider use of a standard admission certificate. If the Council should offer such a blank for

sale at cost of printing and distribution, would many of the colleges use it?

A second subcommittee is at work on the problem of standard educational terminology. Though considerable work has been done on this subject, there is still a good deal of confusion in usage of many important terms. This subcommittee is preparing a dictionary of educational terminology, with definitions in accord with best usage, to be submitted to the Council for action.

With regard to the relation between the development of new forms of standards and the work of the Committee on Standards, your committee is of the opinion that it is not the function of the Standards Committee to supervise or direct the technical work of developing and evaluating these new standards. It is the function of this committee to study the results secured by the new standards and to make recommendations as to how they may best be adjusted to and combined with standards already in general use. As expressing this definition of policy, the following recommendation is submitted:

*Resolved:* That the Standards Committee recommends to the American Council on Education that it continue the policy of encouraging the development of objective standards of achievement, and the Standards Committee holds itself in readiness to include the results of this development in its further work with standards of institutions of higher education.

In order to keep the Standards Committee informed on progress in perfecting new types of standards, a subcommittee on program has been appointed and charged with this duty.

A fourth subcommittee has been named to study the effects of different types of standards in determining the educational pace of the student, particularly in the last two years of the college course. This is a new enterprise for the Standards Committee, called for by the definition of the duties of this committee as stated in the foregoing resolution.

From the preceding it appears that the Standards Committee, having completed its original task, has succeeded, during the past year, in defining for itself four specific tasks

in which cooperation among all the standardizing agencies represented on the committee is essential to successful results.

The committee regrets to report that Chancellor Kirkland has insisted on withdrawing as chairman because of pressure of other work. In deference to his urgent request, the committee, at its meeting, March 12, voted:

That the resignation of Chancellor Kirkland be accepted with regret and with hearty appreciation of his significant service as leader of this committee and that Dean Kendrick C. Babcock, of the University of Illinois, be nominated chairman to succeed him.

KENDRIC C. BABCOCK,  
*Chairman.*

## International Intellectual Cooperation

**M**R. R. A. MILLIKAN, American representative on the Committee on Intellectual Cooperation of the League of Nations, reported very briefly on the constitution, organization, and activities of that committee, the chairman of which is Prof. Henri Bergson, of Paris; the vice-chairman, Prof. Gilbert Murray, of Oxford; and some of the European representatives, Dr. H. A. Lorentz, of Leiden; Dr. Albert Einstein, of Berlin; Madame Curie, of Paris; Mlle. Bonnevie, of Christiana; and Senator Ruffini, of Italy.

The work of the committee has been conducted with the small funds thus far voted to it by the League of Nations, but the Council of the League voted last September to accept the offer of the French Government to provide \$100,000 annually for the establishment in Paris, under the direct control of the Committee on Intellectual Cooperation, of an international institute. This, with the increasing importance of the activities which are growing up under the auspices of the Committee on Intellectual Cooperation, makes particularly timely the formation of a national committee in the United States. Steps have been taken within the past year to get into touch with all the organizations representative of the intellectual life of the country, and as a result of this interchange of ideas the following membership of the American national committee has been suggested:

Elihu Root, Past President, American Bar Association.

George E. Hale, National Academy of Sciences.

Charles H. Haskins, Chairman of the Council of Learned Societies.

Herbert Putnam, Librarian of Congress and Past President of the American Library Association.

Virginia C. Gildersleeve, President, International Federation of University Women.

Lorado Taft, Member of the American Academy of Arts and Letters.

James H. Breasted, representative, American philological organizations.

Charles W. Eliot, President Emeritus of Harvard University; representative, American universities.  
Vernon Kellogg, Permanent Secretary, National Research Council.  
Augustus Trowbridge, International Education Board.  
C. R. Mann, Director, American Council on Education.  
R. A. Millikan, Member of the Committee on Intellectual Cooperation of the League of Nations.

The functions of this proposed national committee are stated in the following action, adopted at the Third Plenary Session of the International Committee on December 5, 1923:

1. The aims of the National Committees on Intellectual Cooperation shall be as follows:

(a) To act as intermediaries between the intellectual organizations in their respective countries and the International Committee appointed by the Council of the League of Nations.

(b) To assist in the inquiry on the conditions of intellectual life undertaken by this committee.

(c) To transmit, either to the secretariat of the International Committee or directly to the other National Committees concerned, the more urgent requests of intellectual institutions and workers in their respective countries, especially as regards books and instruments, traveling facilities and inter-university exchanges.

(d) To comply, as far as possible, with requests of the same nature which they may receive through the secretariat of the International Committee or directly from the other national committees.

2. The national committees shall themselves determine their relations with their governments and their rules of procedure and composition. Their constitution shall be governed by their own views and by the conditions and possibilities in each country. In countries in which several bodies are at work in the field of intellectual cooperation, they shall be requested to form one committee, if possible; they shall in any case agree to appoint a common delegate to represent them in their relations with the International Committee. It is desirable that each national committee should include representatives of the following bodies:

(a) Institutions or associations which have already been created for the encouragement of intellectual cooperation at home or with foreign countries.

(b) Organizations concerned with the various manifestations of human thought (academies, learned societies, literary societies, artistic societies, etc.).

(c) The universities; either particular universities or national inter-university organizations;

(d) The national libraries, bibliographical institutes and offices for the exchange of publications;

(e) The professional associations or the national federations of intellectual workers.

3. Each national committee shall appoint one of its members to take charge of correspondence with the secretariat of the International Committee and with the other national committees. The name and address of this member, together with full details in regard to the composition and working of the national committee, and all communications or proposals which the latter may desire to make, shall be sent to the secretariat of the International Committee, which will publish them in the Bulletin of the International University Information Office.

The main work of the Committee on Intellectual Cooperation has thus far been carried on through a group of sub-committees, the most important of which are as follows:

1. *Committee on Bibliography*.—A committee which has been very active and very effective in bringing together bibliographic agencies and in facilitating cooperation between them, especially in the matter of obtaining uniformity, in abstracting, etc.

2. A committee on the "Condition of Intellectual Life," especially devoting its energies to countries in which the intellectual life is menaced by distressing economic conditions.

3. Committee on the Protection of Intellectual Property, the chairman of which is Senator Ruffini.

4. A Committee on the Exchange of University Professors and Students, of which Professor Bergson is chairman and whose other membership consists of Gilbert Murray, H. A. Lorentz, M. Nitobe, and Vernon Kellogg.

R. A. MILLIKAN,  
*Foreign Secretary,*  
*National Academy of Sciences.*



## A Federal Department of Education

AS DEFINING the most important opportunity for cooperation between the National Education Association and this Council, I desire to present a proposal for a bill to create a Department of Education. It should be said in presenting this for your consideration, that it is merely a proposal, that the purpose of distributing it here today and elsewhere is in order that there may be full and frank discussion of the measure as drawn. I think it appropriate to tell you just how it was prepared.

On March 7 a conference of a small group was called in Washington. There were present on that occasion President MacCracken, Professor Judd, Chancellor Capen, Dr. Finnegan, President Owen and myself. The purpose of the conference was to propose a measure for discussion, the measure to embody those things on which most of us were agreed. When I say "most of us," I do not mean most of the members attending the conference, but I mean most of the people interested in education in the United States. I think I can say without fear of contradiction that practically all of the state superintendents of public instruction, by far the great majority of all of the city superintendents and county superintendents of schools, almost all of those who in our universities are asked to study the problems of educational administration, are agreed that there should be a department of education with a Secretary in the President's Cabinet. This proposal goes one step farther than the establishment of the department. It proposes the work of the department and the consolidation of certain agencies now found in the Federal Government which have to do directly with education and not so related to other departments that they should not be transferred.

The major proposal is, as the Director of the Council has just said, that there be established a fact finding, a scientific bureau—an organization which will be entirely competent

to undertake investigation on a nation-wide basis and to make available to those responsible for education the results of such scientific inquiry.

The establishment of a department of education would involve the consolidation in the new department of the Bureau of Education as at present constituted, the Federal Board for Vocational Education, and the control, in so far as there is any control that is exercised now by the Federal Government, over Howard University, and the Columbian Institute for the Deaf.

One might propose that there are other agencies in the Federal Government so concerned with the general education that they might be included. I think there would be some difficulty, however, in finding any other clear-cut cases. So many of the other agencies are, after all, intimately concerned with the work of another executive department. That is peculiarly true, for example, in the Department of Agriculture. It may be thought of as almost equally true, when one asks about certain activities being conducted by the Department of Labor. In order to meet this situation this proposal carries a section which suggests the establishment of a Federal conference on education.

We are indebted to the Director of the American Council on Education, and particularly to the work which he has been doing in the recent years in the War Department, for the suggestion for the establishment of such a conference.

There is an organization of that kind now at work and has been for a period of two years or more on citizenship training. It seems just as reasonable to propose that each of the executive departments send a representation to a conference, which shall have no authority, but in which discussion can take place with respect to all of the educational activities of the Federal Government. From such a conference each of those representatives may carry back to his executive department the result of the discussions which take place there.

Another provision of this draft of a bill has to do with the authorization of other conferences, particularly those in

which the chief educational officer of each state shall be invited to come to Washington from time to time for conference. This seems to be a reasonable way of acquainting the Secretary of Education and his associates with those problems which press for inquiry or solution. It is not a conference or not a council which would have any control whatever, but it might reasonably be expected to advise and to give advice that would be helpful to the department when created. It is proposed to include in such conferences not only the chief executive officer for education from the states but others interested in education, whether in publicly or privately supported schools.

In order that there might be a clear and definite statement with respect to the money that would be needed to initiate the research work of the department we asked the Director of the Research Bureau of the National Education Association to inquire concerning the costs of surveys and other investigations that have been undertaken in the field of education and to compare the cost of these inquiries with other costs found in the executive departments as at present constituted. The budget was set up with the thought that during a period of from five to ten years the field of education might be reasonably well covered. His estimates—and I am persuaded that they are as good as any that we can possibly get—show that the amount of money necessary to do the significant work that ought to be undertaken would be at least \$1,500,000 annually in addition to the amount of money which is now available to the Bureau of Education, the Federal Board for Vocational Education, or other agencies that might be transferred.

In closing I would like to propose that this body discuss the proposal as it is presented to you, that it be carried back to your several organizations for discussion, and that the results of all of this discussion be put in our hands in order that we may develop before the next Congress meets a measure which meets with the support of all of those who do believe that there should be a Department of Education with a Secretary in the President's Cabinet.

March 10, 1925.

## A PROPOSAL FOR A BILL

*To create a Department of Education, to transfer certain governmental agencies thereto, and to authorize appropriations for the conduct of said Department*

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That there is hereby created an executive department in the Government to be called the Department of Education, with a Secretary of Education, who shall be the head thereof, to be appointed by the President, by and with the advice and consent of the Senate, and who shall receive a salary of \$15,000 per annum, and whose tenure of office shall be the same as that of the heads of other executive departments; and section 158 of the Revised Statutes is hereby amended to include such department, and the provisions of title IV of the Revised Statutes, including all amendments thereto, are hereby made applicable to said department. The Secretary of Education shall cause a seal of office to be made for such department of such device as the President shall approve, and judicial notice shall be taken of said seal.

SECTION 2. That there shall be in said department an Assistant Secretary of Education, to be appointed by the President and to receive a salary of \$10,000 per annum. The Assistant Secretary shall perform such duties as may be prescribed by the Secretary of Education or required by law. There shall also be a solicitor, a chief clerk, and a disbursing clerk, and such chiefs of bureaus and such scientific, technical and clerical assistants as may from time to time be authorized by Congress.

SECTION 3. (a) The office of Commissioner of Education is hereby abolished, and the authority, powers, and duties heretofore conferred and imposed by law upon the Commissioner of Education shall be held, exercised and performed by the Secretary of Education.

(b) The Federal Board for Vocational Education is hereby abolished, and all of the functions, powers, and duties which at the time this section takes effect are conferred or imposed by law or lawful executive order upon the Federal Board for Vocational Education shall be held, exercised and performed by the Secretary of Education: *Provided*, That all funds apportioned to a state for the purpose of cooperating with the states in paying the salaries of teachers, supervisors and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial and home economics subjects, shall be made available to the state and shall be distributed and administered within the state in accordance with the laws of said state in like manner as the

funds provided by the state and local authorities of said state for the same purpose, and the state and local educational authorities shall determine the courses of study, plans and methods for carrying out the program of education aided by the funds appropriated for the purposes enumerated above.

(c) All responsibilities and relationships now existing between the Department of the Interior and Howard University and the Columbia Institution for the Deaf and all pertaining thereto are transferred to the Department of Education.

All officers, clerks, and employees employed in or by any office, bureau, division, board, or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, are each and all transferred to said Department of Education at their existing grades and salaries, except where otherwise provided in this Act; and the office records and papers on file pertaining exclusively to the business of any such office, bureau, division, board, or branch of the Government so transferred, together with the furniture and equipment thereof, are hereby transferred to said department.

SECTION 4. That the Secretary of Education shall have charge of the buildings or premises occupied by or assigned to the Department of Education, of the library, furniture, fixtures, records, and other property used therein or pertaining thereto, and may expend for rental of appropriate quarters for the accommodation of the Department of Education within the District of Columbia, and for the library, furniture, equipment, and all other incidental expenses, such sums as Congress may provide from time to time.

All power and authority conferred by law upon the head of any executive department, or upon any administrative board, over any officer, office, bureau, division, board, or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall, after such transfer, be vested in the Secretary of Education, and all business arising therefrom or pertaining thereto, and all duties performed in connection therewith shall thereafter be administered by the Department of Education.

All laws prescribing the work and defining the duties and powers of the several offices, bureaus, divisions, boards, or branches of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall, in so far as the same are not in conflict with the provisions of this Act, remain in full force and effect and be administered by the Secretary of Education, to whom is hereby granted authority to reorganize the work of any and all of the said offices, bureaus, divisions, boards, or branches of the Government so transferred in such way as will in his judgment best accomplish the purposes of this Act.

SECTION 5. In order to coordinate the educational activities now carried on by the several executive departments, and to devise ways

and means of improving the educational work of the Federal Government, there is hereby created the Federal Conference on Education which shall consist of one representative and one alternate appointed by each of the secretaries of the executive departments. The Federal Conference on Education shall not report as a body to any one department, but each representative shall report the findings of the Federal Conference on Education to his own department for consideration and independent action.

SECTION 6. The Department of Education shall collect such statistics and facts as shall show the condition and progress of education in the several states and in foreign countries. In order to aid the people of the several states in establishing and maintaining more efficient schools and school systems, in devising better methods of organization, administration and financing of education, in improving methods of teaching, in developing more adequate curricula and courses of study, research shall be undertaken in (a) rural education; (b) elementary education; (c) secondary education; (d) higher education; (e) professional education; (f) physical education, including health education and recreation; (g) the training of teachers; (h) immigrant education; (i) adult education: and in such other fields as in the judgment of the Secretary of Education may require attention and study.

The department shall make available to educational officers in the several states and to other persons interested in education the results of the inquiries conducted by it, and the funds appropriated for the work of the Department of Education shall be available for the printing, publication and distribution of the results of such researches or inquiries.

SECTION 7. In order to carry out the provisions of this Act the Secretary of Education is authorized to appoint and to fix the compensation of such investigators and representatives especially qualified in educational, scientific and professional and technical matters as may be needed for the proper performance of the duties specified in Section 6 above, subject to the appropriations that have been made, or may hereafter be made to any office, bureau, division, board or branch of the Government transferred in accordance with the provisions of this Act to the Department of Education; and where appropriations have not been made therefor the appropriations provided in Section 8 of this Act shall be made available. All such specialists thus employed shall be appointed without regard to the provisions of the Act of January 16, 1883 (volume 22, United States Statutes at Large, page 493), and amendments thereto or any rule or regulation made in pursuance thereof; *Provided*, That nothing herein shall prevent the President from placing said employees in the classified service (Thirty-eight Statutes, page 292, Act of December 23, 1913).

With the exception of the secretary and the specialists whom the Secretary of Education may from time to time find necessary to em-

ploy for the conduct of the work of the Department of Education, all employees of the department shall be appointed from the list of eligibles to be supplied by the Civil Service Commission and in accordance with the civil service law.

SECTION 8. That for the fiscal year ending June 30, 1926, and annually thereafter, the sum of \$1,500,000, or so much thereof as may be necessary, is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, to the Department of Education, for the purpose of paying salaries and conducting studies and investigations, and paying all incidental and traveling expenses in connection with the calling of conferences and rent where necessary, and for the purpose of enabling the Department of Education to carry out the provisions of this Act. And all appropriations which have been made and which may hereafter be made to any office, bureau, division, board, or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, are hereby continued in full force and effect, and shall be administered by the Secretary of Education in such manner as is prescribed by law.

SECTION 9. The Secretary of Education is hereby authorized to call from time to time into conference the chief educational authorities of the several states and educators representing the different interests in education and others interested in the results of education from the standpoint of the public to counsel and advise with him on subjects relating to the promotion and development of education in the United States. Those invited to attend such conferences, and accepting such invitations shall serve without pay, but their actual traveling expenses incurred in attending the conferences called by the Secretary of Education shall be paid by the Department of Education.

SECTION 10. That the Secretary of Education shall annually at the close of each fiscal year make a report in writing to Congress giving an account of all moneys received and disbursed by the Department of Education and describing the work done by the Department, and shall at the same time make such recommendations to Congress as will, in his judgment, improve public education in the United States. He shall also from time to time make such special investigations and reports as may be required of him by the President or by Congress.

SECTION 11. That this Act shall take effect upon its passage, and all Acts or parts of Acts in conflict with this Act are hereby repealed.

GEORGE D. STRAYER.

## Report of the Assistant Director

THE American Council on Education has always been concerned with international educational relations. Since the merger last year with the American University Union and the establishment of closer cooperation with the Institute of International Education and the American Association of University Women, the Council is more than ever concerned, particularly with the efforts that are being made on all sides to formulate and solve the fundamental problems involved.

One of the major practical difficulties in the present situation is that of properly adjusting American students to foreign university systems and, conversely, foreign students to the American system. Up to the present American institutions have had a merely political attitude toward their foreign credentials, a diplomatic approval in principle of the desirability of making adjustments. It is necessary now to approach the educational medium of exchange in a scientific fashion as economists study foreign exchange of another sort. To understand American units and semester hours or even bachelor's degrees, foreign authorities must know exactly what these things stand for educationally. To appreciate the baccalaureate of France or England or Scotland or Latin-America, educators in the United States must know exactly what the several bachelor degrees really represent.

For just administration it is not enough to have an opinion of a distinguished educator, because experience shows a very wide variation in those opinions. It is necessary to have such exhibits of fact as the Association of American Universities requires of all institutions seeking the approval of that body. For the proper comprehension of the university standards of other countries we must know also the underlying preparatory and elementary systems especially in those countries where there has been no standardization: Latin-



America, the Near East, the Far East. Even the universities of Europe need to be more thoroughly understood. If we have an exact knowledge of the facts, we shall have less difficulty in effecting interchange of students. Carnegie units and semester hours are unknown abroad. Even baccalaureate degrees have no common value, either abroad or in the United States. What then is to be our own medium of exchange? What must we know about a student who undertakes graduate work? What ability must he have? What skills? What attitude of mind? This means analysis of the job of the graduate school. Perhaps the study of specifications and measurements now progressing in American universities may lead us to evaluate our college and university progress in terms not merely of time but of achievement, terms which can be understood in all our colleges and in the universities of the world. Here is a cooperative experiment for members of the Council which may lead not only to prompt and satisfactory adjustment of differing educational systems but to the advance of American education.

Another major problem confronting us is that of bringing about mutual acquaintance, confidence and cooperation among all American agencies in the field of international educational relations. This of course does not involve interference in any way with the practical operation of any of these independent agencies, but contemplates through cooperation increasing the effectiveness of all such bodies. Finding that there was in existence no information concerning this field, the Assistant Director at once undertook to learn of all activities and to prepare a list of organizations. A trial list of names was printed in the EDUCATIONAL RECORD for January, 1925. In the EDUCATIONAL RECORD for April, 1925, there is a descriptive list of 115 organizations, not including American colleges and universities with scholarships for foreign travel or with exchange professorships—a group omitted because of the prospective publications by the Institute of International Education; not including American colleges in foreign lands, from which, on account of distance it was impossible to secure information in time

for publication in the April RECORD; and not including international scientific organizations, which are being listed by the Council of Learned Societies. The Council list has been reprinted from the RECORD and may be secured on application.

The issuance of this first study of organizations related to international education has interested those active in this field. Knowledge of what others are doing is already bringing about a desire to cooperate with others. The next undertaking, in addition to making the list as nearly as possible complete and accurate is to invite all the organizations concerned to meet for the purpose of fostering further acquaintance, mutual confidence, and cooperation in common endeavors. It is possible, for example, that the several committees and societies which are engaged in selecting students who are to receive scholarships and fellowships may, by sharing their experience, aid all to more effective service. Plans are being made for a general conference of all concerned during the coming year.

According to the 1924 agreement with the Institute of International Education, the American Council on Education nominates candidates for election to the Board of Trustees of the Institute. The plan proposed has been followed exactly. The Assistant Director of the Council on February 9 requested the colleges and universities and other members of the Council to submit ten nominations. To the meeting of the Executive Committee, February 28, the Assistant Director reported that 141 persons had received 233 nominations. These names were considered by the Executive Committee which appointed a subcommittee to select ten nominees. This list of ten was submitted to the members of the Council on March 7 and, by April 21, 1,140 votes had been received. The names of the five persons who received the highest number of votes were submitted to the trustees of the Institute. At their annual meeting the trustees selected two of these five: Chancellor S. P. Capen and Dr. C. R. Mann. The Trustees of the Institute did more—in filling the vacancy caused by the death of President M. L.

Burton, they selected another one of the five nominees of the Council, President Frank Aydelotte.

Of the achievements of the Institute and of its needs a statement will be made by the Acting Director. As one who has had occasion to know something of what the Institute has done and can do, I strongly urge its greater support. Funds for publication, for instance, would immediately release to the colleges and universities information important to them like that in Dr. Krans' report on opportunities in France for American students.

Attention is called to the report presented on behalf of the Committee on Franco-American Exchange by the chairman, Miss Virginia Newcomb (cf. p. 246).

Attention is also called to the report of the Committee on the American University Union, presented by the chairman of the committee, President Harry Pratt Judson (cf. p. 249).

Members of the 1924 conference of the Association of American Universities exhibited interest in the possibility of developing the American University Union offices in London and in Paris as centers of graduate study and research. In 1914 the American Historical Association projected such a plan for London. Already there are such American centers in Rome and Athens; and in Bagdad and Jerusalem. There is no suggestion that courses and library and laboratory equipment can be provided at the Union. Is it possible, however, and desirable, to have an annual professor who will guide the research of his students who are at work in the RECORD's Office, the British Museum, the Bodleian or the Advocates' Library? One year there might be a group in history; another year there might be students of English literature; the next year a leader in social sciences. Has the time come for a trial of the 1914 plan of the American Historical Association under the auspices of the American University Union in London and in Paris?

The representation of American higher education in certain foreign university centers has been long overdue. The Office National des Universités et Écoles Françaises, a government bureau charged with the responsibility of making

known outside of France the educational resources of France and of encouraging the use of these resources, has been in operation since 1910. There is a distinguished staff in Paris and able representatives are in Florence, Naples, Madrid, Barcelona, London, Prague, Bucharest, Sofia, Buenos Aires, and New York. With the great service rendered by this office through its distinguished director in the United States, Dr. J. J. Champenois, most of our colleges have had experience. The Ambassador from France to the United States was formerly head of the Roumanian mission of the Office National des Universités et Écoles Françaises. In the report issued in 1923, M. Petit-Dutaillis mentions also projects in Portugal, Belgium, Luxembourg, Poland, Baltic States, Canada, Australia, Yugoslavia, Albania, Switzerland, Holland, Scandinavian countries, Latin-America and the Far East.

The colleges and universities of the United States are at present represented officially in London and Paris.

The Committee on American University Union has already requested the Assistant Director to visit Geneva, Rome, and Berlin for the purpose of studying the situations in those places. In Prague, the world center for Slavonic studies, an American Institute may develop. In Vienna, an England-America Institute is projected by Austrian professors. Opportunities exist in many other centers. Obviously, in most of these places a branch of the American University Union could hardly serve the original function of the Union in Paris and London, caring for the well being of thousands of American students temporarily resident in the community. For instance, there is little likelihood of many American students resorting to the Imperial University in Tokio. But a representative of the Union in that city might be of great service, as in Paris and London, to the American embassy and the consulate in advising about the cases of Japanese students desiring to come to the United States. There is not so much need of encouraging more students to come as there is need of selecting students more carefully. Moreover, such an educational embassy could keep American

scholars promptly in touch with the achievements of the Empire and especially would guide American professors and students who might resort to Japan for the study of Japanese art, religion, literature, philosophy, and other fields in which Americans, like the rest of the world, are taking an increasing interest. Above all, if the universities of Japan would honor the universities of the United States by cooperating in the creation of such a center of learning, the resultant mutual understanding and friendship would be an honor to both countries.

Founded in Geneva, Switzerland, the Students' International Union affords at the headquarters of the League of Nations a center for students of all nations. The officers are: President, Gilbert Murray; vice-presidents, Mrs. Alexander M. Hadden and William Rappard; treasurer, William Fatio; secretary, Corliss Lamont. The associate director is Conrad Hoffman. The Students' International Union has an ample apartment overlooking the gardens of the University of Geneva. Here are meeting rooms, library and reading room, and service bureau. Officers of the Students' International Union, which is an international organization, desire cordially to cooperate with the American Council on Education. Possible ways of cooperation are at present under consideration.

The World Federation of Education Associations will hold its second meeting in Edinburgh July 20-28, 1925. The American member—the National Education Association—has appointed a delegation of which Dr. William Russell, Acting Director of the Institute of International Education, is chairman. The Director and Assistant Director of the American Council on Education will attend the meetings.

In August, 1926, a Pan-American Educational Conference, which was to have been held in 1925, will meet in Santiago, Chile. The Council has been cooperating with the Pan-American Union, the Bureau of Education, the American Association of University Professors and the Modern Language Association of America in arranging for a full and appropriate representation of the United States of America.

The Immigration Act, effective July 1, 1924, promptly created problems for the colleges and universities. When the Assistant Director took up his work he found among educational authorities considerable confusion and irritation. Study of the law and conference with the Commissioner General of Immigration showed clearly that difficulties were due to lack of information concerning the law as it affected immigrant students and their administration by American colleges and universities. An article in the October number of the EDUCATIONAL RECORD and letters to members of the Council were effective in bringing about immediate and cheerful cooperation with the Department of Labor. Not all the difficulties have disappeared but at least there is an effort on the part of all to facilitate and expedite the operation of the act. Individual students are aided at the port of entry by the Institute of International Education. Moreover the service of the American University Union has shown how useful such American educational centers can be to the Bureau of Immigration and the Department of State in administering cases. For many acts of courtesy and prompt effectiveness and generosity within the law, the Council is indebted to the Hon. W. W. Husband, Commissioner General of Immigration.

A very interesting effect of the Immigration Act is the development of an interest in the steamship companies in the students of America, Canada, and Great Britain. Because of the great restriction on immigration, the steamship companies have found their space devoted to immigrants unused and have reconstructed their ships to provide for Student Third Class.

At once this creates a problem for American university authorities. Will these students be irritants in countries not yet recovered from the Great War, or will they be messengers of friendship? The individual may conceal his own and his family identity; he may not reveal his college relationship; he cannot conceal the fact that he is an American. It is desirable that every one of these American students be aware of his responsibility for his own good name and

that of his college and country. Conscious of that responsibility, he will as an American gentleman seek in every way to advance friendship of his own with other peoples.

To this end, and for the purpose of informing students and professors of the opportunities open to them in various centers as in the London and Paris offices of the American University Union, it is desirable for those organizations concerned to issue to those going abroad this summer a leaflet of addresses and other pertinent information.

"The Foreign Student in America. A Study by the Commission on Survey of Foreign Students in the United States of America, under the Auspices of the Friendly Relations Committees of the Young Men's Christian Association and the Young Women's Christian Association, edited by W. Reginald Wheeler, Henry H. King, and Alexander B. Davidson with a Foreword by Robert E. Speer," has just been published by the Associated Press, New York, 347 Madison Avenue, 1925. Throughout this valuable volume, except in two brief quotations from President James Rowland Angell of Yale and Dr. Robert E. Speer, there seems to be an implication that the foreign student in America is the responsibility of organizations outside of the college. The foreign student, however, though foreign, is a student, and, as such, the responsibility of the college like any other student. The colleges therefore should be alert to their responsibility for these young people and not relegate to outside organizations, however worthy, the college function of education in the full sense. Of course the cooperation of church and Y. M. C. A. and Y. W. C. A., especially in solving the social problems of foreign students, should be welcomed. President Angell's remark already mentioned is suggestive. "It is a matter for the individual college or university to deal with in terms of its own conditions, and I think the most that can be done is for some organization like the Friendly Relations Committee to keep constantly stirring them up about the matter." This may be a matter in which this Council may be of real service.

The Immigration Act of 1924 places on each institution

enrolling immigrant students responsibility for informing the Commissioner of Immigration of the arrival and departure of such students. For its own protection it is desirable that each college arrange to have a committee of at least one whose business it will be to keep the college and government authorities informed of the migration of these students. Such an officer or committee may well be the college representative in dealing with other business pertaining to international education. He may be of great use to the college community if through the Institute of International Education, the Bureau of Education and the Council he keeps in touch with educational problems likely to arise at any time in the local college faculty because of the presence of a foreign student. He can render great service to the college not only through his knowledge of foreign educational matters but through his association with the Committee on Friendly Relations and other bodies prepared to aid in adjusting the foreign student to his American environment. To the American student of the college he can be of great value because of his knowledge or ability quickly to secure knowledge of foreign opportunities for American students—Rhodes scholarships and others; educational conditions in other countries as made known through the Institute, the Bureau and the Council; and the service to be rendered by the Union in London and in Paris. In the formulation of such local committees the Council has been assured of the aid of the Association of American University Professors through its Committee on International Relations, Prof. E. R. A. Seligman of Columbia University, chairman. Local conditions vary: In one place the University of Chicago method may be effective; in another the committee plan of the University of Michigan, Smith College or the University of Delaware may be most convenient and effective. In every institution, however, it is desirable that this responsibility, which is a college responsibility, be assumed by the college.

Foreign students before leaving their own countries need to know more than is at present conveniently available



regarding the colleges and universities of the United States. A volume prepared by the institutions themselves conveying information regarding the American system of education, and especially the opportunities available at individual institutions, is greatly needed. A sketch of such a volume has been submitted by the Assistant Director to many university authorities in this country and abroad. The response has been enthusiastic. The assembling of material has already been undertaken. To carry through successfully the plan for a volume of approximately 1,000 pages it will be necessary to have a sum of money to provide for one additional member of the staff of the Division of International Relations to assemble and edit the material and to provide for publishing and distributing the volume.

The Committee on Foreign Travel and Study held its first meeting January 17, 1924. The members—Messrs. T. Coleman Du Pont, S. P. Capen, S. P. Duggan, Walter Hullihen, C. R. Mann, Marcus M. Marks, Frederick B. Robinson, Frank Vanderlip and Felix M. Warburg—desired to promote travel by American students in foreign countries and by foreign students in America and to arrange for organized study abroad on a standardized credit basis, all as a means to bring about better international understanding. Mr. Marcus M. Marks had addressed the Association of Urban Universities at its annual meeting November 15, 1923, on the subject of foreign study for undergraduates, and President Walter Hullihen had described to the Association of American Colleges at its annual meeting in Chicago November 13, 1923, the plan of the University of Delaware for supervised study of a group of Delaware students in residence at French universities. While recognizing the importance of foreign study by American graduate students, the committee desired also to encourage study abroad by those students—many of whom become business and political leaders—who do not enter graduate schools but who on graduation from college at once enter industrial and commercial and professional fields. The committee soon reached the conclusion that for such students probably the best

plan was to complete two years of study in an American college, to go to a foreign university for the third year pursuing work which could be accredited at an American college so that the student might return for his fourth year and graduate with his class. The difficulties in the way are concerned chiefly with the accrediting of work done in foreign universities. To study these President Frank Aydelotte of Swarthmore College visited England, conferred with university authorities, and reported to the committee. On the basis of this report the committee decided to proceed at once to facilitate in every way exchange of credentials. A grant of \$10,000 to the American Council on Education helped to make possible study of conditions. A further grant of eight scholarships each of \$1,000 makes possible eight experiments in adjusting educational credits under the auspices of the Council. One has been given by Mrs. Andrew Carnegie for the use of a student in New York University; another has been given for a student of the College of the City of New York by Mr. Aaron Naumberg; three have been presented by Senator T. Coleman Du Pont and three by Mr. Felix M. Warburg.

Although the availability of these scholarships became known late in the college year and the time for giving publicity has been short, all of the 453 colleges and universities on the approved list of the American Council on Education have been supplied with notices and application forms. One hundred and fifty-five applications have been received from 87 men and 68 women of 67 colleges and universities in 32 states who desire to study in 16 different countries. Examination of the applications received shows that the Council will be able to select highly qualified young people whose colleges, departments, and chosen foreign institutions will be of strategic value in conducting the study of educational adjustments.

Cooperation in maintaining and developing the international aspects of American education engaged the attention of the Institute of International Education, the American University Union, the Carnegie Corporation, the Laura

Spelman Rockefeller Memorial, and the Association of American University Women when the 1924 understanding of these organizations was reached. Illustration of this high purpose has been given in the courteous and hearty cooperation which each of these organizations has offered the others since the agreement of 1924. The American Council on Education has sought to cooperate fully and cheerfully. Certainly it has had such cooperation from the representatives of the Institute of International Education—the Director, Dr. Stephen P. Duggan, and in the absence of Dr. Duggan during this year, the Acting Director, Prof. William Russell, the Executive Secretary, Miss Mary L. Waite, and the Secretary of the Students Bureau, Miss Caroline J. Porter; from the representatives of the Association of American University Women, especially Miss Florence Angell; from the Carnegie Corporation as represented by the president, Mr. Frederick Keppel; from the American University Union, especially the Secretary, Prof. J. W. Cunliffe; from the Laura Spelman Rockefeller Memorial, especially the Director, Dr. Beardsley Ruml, and Mr. Leonard Outhwaite. This fine spirit of mutual confidence has been exhibited also by the organization and individuals in this country and abroad too numerous to mention at this time. Altogether it is clear that in the United States there is among our colleges and universities not only an interest in international educational relations more widespread than most people have known but an eager and frank desire to cooperate with others in an endeavor to foster international friendship.

DAVID A. ROBERTSON,  
*Assistant Director.*

## Report of the Committee on Franco-American Exchange

LAST winter the Committee on Franco-American Exchange of scholarships and Fellowships was reorganized. It now consists of five regular and two ex officio members. It is one of the regular committees of the American Council on Education and works in cooperation with the Institute of International Education where it has its office at 2 West 45th Street.

Next fall there are offered to French students 24 full scholarships in 21 institutions throughout the United States and 2 scholarships for tuition only. Of the 24 full scholarships 19 are for women, 3 for men, and 2 for either a man or a woman. Five institutions have renewed their scholarships to the present holder. There are 8 colleges or universities from which the committee has had no definite word so far.

The committee has just completed its selection of the American students who are to hold fellowships in France in 1925-26. There were 144 applications from which to select 22 individuals for full fellowships and 20 for remission of tuition fees. After all applications were in the hands of the committee, word was received from France that the scholarships in the Ecoles Normales, with the exception of the two offered in the Ecole Normale Supérieure at Sèvres, would be withdrawn as the places were needed for the French. In place of these, however, the individual universities very generously have offered the following full fellowships: Two in Bordeaux, 2 in Grenoble, 2 in Lyon, and 2 in Toulouse. So for the coming academic year the French offer 4 fellowships covering board, lodging, and university fees in Bordeaux, 3 in Grenoble, 3 in Lyon, 2 in Nancy, 1 in Paris, 1 in Strasbourg, and 4 in Toulouse. The 2 in Sèvres cover all expenses also. The 20 for the remission of tuition fees

are in the universities of Bordeaux, Paris, and Toulouse. These are really facilities for study in those institutions rather than fellowships. Thirty per cent rebate is allowed the student on passage on the French Line each way. It will cost those holding full fellowships about \$400 for the 10 months, the others about \$900. This estimate allows ample for railway fare on the continent and incidental expenses.

The 144 applications were from institutions distributed throughout the United States. The successful candidates are from 25 colleges and universities from New York to California and from New England to Texas.

This exchange has now been going on for the past six years. Two or three years ago there was formed an Association of Former Boursières and Boursiers, with its headquarters in the Office National des Universités, 96 Bd. Raspail. The members of the Association on this side frequently write us of the fitness of a candidate to undertake the work in France. On the other side the Association is very active. It holds regular meetings, both social and business, in the American University Women's Paris Club; it maintains an appointment bureau and makes recommendations for candidates for scholarships in America. It can often give valuable information concerning applicants and is always ready to look up the past record of any with whom it is not personally acquainted. As its members, both French and American, have all held these exchange scholarships, they know what qualifications are most necessary in either country.

The complaint is sometimes made that the French students have not sufficient fluency in English when they arrive. The same complaint is made in France of our American scholarship holders. As you all know, it is one thing to speak a foreign language in our own country, or understand it when the lecture is given to Americans, and quite another thing to speak or understand it in its native setting. The students of both nationalities are usually able to read and write the foreign language easily.

Each year private schools and a few colleges appeal to the

Franco-American Exchange committee for teachers. It has been suggested that the chairman of the committee collect recommendations concerning the student's work and probable success in teaching while she is in France, and keep such for reference in the committee's office at the Institute of International Education or in the Office National headquarters in New York. N. Champenois, the director of that office, places many of these students. Some remain in this country to teach, others return to work in France. At present there is no appointment bureau where these ex-boursières regularly register. In some few cases the logical place would seem to be the Personnel Bureau of the American Council on Education, but the greater number are not graduate students and obtain positions in private schools rather than in colleges. The majority of French students here receive an American degree; a few of the Americans in France have passed the regular French examinations in the Lycées and received the French Baccalauréat.

The applications of the French are carefully studied and each candidate is interviewed individually in English. Very often it means an interview also with the parents of the candidate. The chairman of the committee sails soon to assist with this selection in France.

VIRGINIA NEWCOMB,  
*Chairman.*

## The American University Union

THE AMERICAN COUNCIL is aware, of course, that the University Union in Europe, organized at the time of the war, has been conducting work especially in London and Paris and for a brief time in Rome, and that for the last year it has been consolidated with the Council and is now the Committee on American University Union and does the work of the Council in foreign countries.

The committee finished the financial year of 1924 with a small balance in hand and appointed a Finance Committee with a view to increasing the resources at its disposal. During the past year the activities of the Union have been maintained and increased. Thanks to the generous donation of Mr. Charles Lathrop Pack, one of the members of the committee, it has been possible to undertake the long-needed refurnishing of the Paris quarters, and under an arrangement with the Commonwealth Fund the accommodation available at the London office has been considerably extended. Mr. R. H. Simpson, Executive Secretary and Assistant Director of the British Division, has been appointed Secretary of the Committee of Award for the Commonwealth Fellowships, the administration of which is conducted, so far as the arrangements in Great Britain are concerned, in the London office of the Union. For this arrangement the committee is indebted to the good offices of Dean Gayley, the present Director of the British Division of the Union, who has also been largely instrumental in the establishment of a summer school for American students at Trinity College, Dublin, to be given for the first time in 1926. Owing to Dean Gayley's pressing literary engagements he is unable to continue the directorship after September, 1925, and will be succeeded at that time by Prof. R. M. Wenley of the University of Michigan.

It is a satisfaction to the committee to have made available

for the permanent officers of the Union the privileges offered by the Teachers Assurance and Annuity Association of the Carnegie Foundation for the Advancement of Teaching.

There are two things I wish to say about the British Division. I happened to be there at the time our immigration law went into effect, thereby causing great disturbance to students coming to this country. The Consul General at London informed me that he would have found it impossible to do his work in that direction had it not been for the services of the Union in London. He has been transferred to the Paris consul generalship and expects to have the same service in Paris. That is one service the Union has been able to render.

The difficulty about the students coming to this country is the question whether they come as bona fide students or whether they come as students with the intention of remaining in other capacities. Therefore it is extremely important for the consuls who visé the passports to be informed on that matter, and the Union has been able to render that service.

A meeting of the advisory committee in London was held, and the opinions of the English gentlemen there were obtained as to the future of the Union. They had certain ideas, very large in their character. In the first place, they prefer to have a director who will preside there for a long period of years rather than to have a constant change. In the second place, they would like the Union to have a house of its own. In the third place, they would like to have the director reside in that house and to have provision for adequate entertainment. All of these things would be highly desirable. It means, of course, large funds which at present the Union has not. Therefore, for the present at least, we have to get along as best we can.

I believe that the Union has rendered a valuable service to education in both countries, England and France, and has been very largely valuable in leading to an understanding between America and Great Britain on the one hand and America and France on the other. I think we shall be able to extend our service to other sections. We may not



be able to have the large funds in other countries that we have in London and Paris. That remains to be seen.

In Paris there is another enterprise under way with which some of you are familiar. Owing to a large gift by the will of a generous gentleman in France and owing to the generosity of the government there, a large piece of land has been granted on which buildings are to be erected, and have been erected to a certain extent, in which are to reside foreign students in Paris. The idea is to have one building for Belgian students, one for Scandinavian students, and, I expect, one for American students. Of course there is a question whether it is advisable for American students to be massed together in one building and to work together. It would seem to me as a layman that an American student there might better be resident in a French place among French people and absorb French ideas and the French language, whereas if the students reside in an American building all together they will not absorb French ideas and language but, more or less, the American ideas will submerge them.

We say that scholarship is not national, that there are not national boundaries for science. That is true, but there are national boundaries for people, and the ideas they have about America and the ideas we have of those countries do not always fit—do not fit at all in some cases—and it is our idea to see to it that this be overcome until they do fit better.

I, myself, believe, and we all believe that we have a great mission for international interchange that will mean very much to the peace of the world in the long run. You cannot create peace by artificial devices, you cannot create peace among nations by machinery, you cannot create peace by laws, you cannot create peace by international law, if there is any such thing. The only way to create peace among nations is to understand one another.

An old politician told me once that they had a great many factions in the political party to which he belonged, but that if he could get three or four of the people in different

factions about a table and break bread together they would get over their troubles. It is the same with nations. If we get acquainted with one another, many of our difficulties vanish away. The Union has a great function in adding to the facilities for international peace and harmony.

HARRY PRATT JUDSON,  
*Chairman.*

## The Institute of International Education

IT WOULD be presumptuous to present a lengthy written report on the Institute of International Education, and it is my understanding that Dr. Duggan never did.

I have been in charge temporarily since Dr. Duggan left in September. He told me I could do the work in about one day a week; but, as a matter of fact, I have been down every afternoon.

The Institute publishes a bulletin on foreign professors meaning to visit the United States; a news letter and statistical tables on foreign students in this country.

Lack of funds prevented the publication of Dr. Krans' study of opportunities for American students in France and of Mr. Carl Frederick's guide to American students in Germany. However, we will publish no annual report by the director this year, so we can save some money there.

Every day a large stack of letters comes in asking for some kind of information. I feel like a hotel clerk. You remember the case of the woman who went up to the hotel desk and asked the clerk if he had a set of the Encyclopedia Britannica. He said, "No; but what is it you want to know?"

We are in much the same shape. We are continually bombarded by requests for information, some of which we ought to know, some of which we might know, and some of which I cannot see how we ever could know. For example, one asked, "Could you send a photograph of the fruit named llama?" Another, "Can you tell us of an economist who expects to be in England on a certain date?" Others request information about fellowships in the United States from British India, or full information about the Jesuitical movement, or cost statistics at continuation schools.

We have done noble work in connection with opportunities for teaching in other countries and the like. We have

arranged for routing 17 visiting professors and have assisted with 21 others. We have given letters of introduction to countless European professors coming here and to American professors going abroad.

We cooperate with a great variety of institutions, with the various Rockefeller boards. The Hungarian Minister acts as secretary of the American Institute at Prague. Dr. Duggan has cooperated with us in the International Institute of Teachers College, with the International Federation of University Women, with the American Council on Education, Relief in Belgium, Mexican Society in the United States.

We have entertained a great many foreign visitors. We have administered funds for foreign scholarships and fellowships of great variety. We have done the work of the American field service fellowships for French universities, of the American-German student exchange fellowships, of the American-Czechoslovakian student exchange fellowships, of the American-Hungarian student exchange fellowships, and of the Willard Straight research fellowship for study in China. In addition we handled about \$17,000 worth of funds for other organizations. In other words, after six months of experience with it, I feel a great deal like the chameleon that sat down on the Scotch plaid.

We have a unique difficulty. We have not money enough to run the organization. We have not money enough to travel; we have not money enough to care for the staff; we have not money enough to care for sending any professors abroad. But that is Dr. Duggan's worry and not mine.

WM. F. RUSSELL,  
*Acting Director.*

## The International Federation of University Women

THE PURPOSE of the International Federation of University Women is to promote friendship and understanding between the university women of the nations of the world and thereby to further their interests and develop between their countries sympathy and mutual helpfulness.

The idea that this International Federation could be undertaken on a large scale came to Prof. Caroline Spurgeon of the British Educational Mission to this country in the autumn of 1918 while she and Mrs. Rose Sedgwick were traveling and visiting all the universities in America. The idea was worked out in its beginnings in the summer of 1919 by representatives of the American, Canadian, and British university women. The organization has developed until now there are 20 member federations. That is, the International Federation of University Women does not have individuals as members; it has national federations as members, and these national federations now exist in 20 countries and belong to the International Federation.

Our great purpose, of course, is to bring about contacts between the university women of the different lands. As Dr. Judson so well said, nothing can help more toward peace between the nations of the world than to have representatives of those nations sit down about a table and talk things over in a friendly way.

The experience I had at the last conference of the International Federation in Christiania last summer brought that home to me very vividly indeed. I shall never forget the last dinner of the Federation when women of 20 different countries sat about and felt this atmosphere of complete understanding and trust and sympathy.

The most recent example of what can be accomplished in

international relations by that kind of atmosphere of trust and sympathy and understanding is the report that we have had that our Irish Federation has succeeded in uniting the university women of the north and south of Ireland. Since I heard that I have felt that anything is possible.

Of course these conferences I picture as a kind of source of enthusiasm and interest in international educational contacts. That is, the great function of the International Federation is to stimulate action by national federations, by colleges, universities, alumnae associations, groups, individuals. It has stimulated the organization and development of a number of club houses in the most important centers of the world. It wishes to have in every important center a club house—a headquarters where wandering university women can live while they study; where, when they are merely traveling, they can receive a friendly handshake and introductions that will enable them really to know the life of the country they are visiting.

The club house here in Washington of the American Association of University Women, for which that organization has just been raising what to us is a very large sum of \$200,000, will be an interesting example of this type of international club house and headquarters.

A group of American university women has been entrusted by Mrs. Wadleigh Reid with her beautiful building in the rue de Chevreuse in Paris. There we are conducting a house for women of other nations studying in Paris.

The British University Women have been raising money to enable them to transform from the beautiful old Tudor Hall, Crosby Hall in Chelsea, into a similar club house and center. Work has just begun on the residential wing, which is to be attached to this beautiful old fifteenth century English hall, and this central hall will be used as an assembly hall and as the refectory of this British club house.

Plans are being discussed for somewhat similar centers in Rome and in Athens, and we hope, in the not very distant future, in Peking.

We have also, like most other international organizations,

tried to stimulate the establishment of fellowships. Several of the national federations belonging to the International Federation have offered fellowships. The British set a beautiful example by establishing a most altruistic fellowship for a woman of any nationality to go and study in any other country. This British fellowship was awarded to a Swede to study in France.

We feel that we are well able to offer fellowships because of our connections in the different countries which enable us to learn something about not only the scholarly qualities but the personal qualities of the candidates.

We have planned to establish a million-dollar foundation the income of which will be used for fellowships in this country to be awarded by our National Federation.

As soon as the British and the American Federations finish their club houses I hope those two bodies will institute an active campaign for this great foundation and that they will receive the cooperation of the other federations to the extent of their resources.

We also have committees working on problems of interest to university women of the world. For example, a new committee is studying possible careers for women in university, commerce, and the professions. This grew out of a discussion we had in Christiania when the main topic was the place of university women in the world's work.

As a sample of some of our publications, I mention a pamphlet containing some of the interesting addresses by Professor Spurgeon, Lady Rondeaux, and others given in Christiania last summer and also papers on the position of professional women in Czechoslovakia, France and England.

We have also a Committee on the Exchange of Information on Secondary Education. Our Austrian and Belgian members are very much interested in this and anxious to exchange information and to be put in contact with sources of material on that subject in other countries. We are also trying to develop further the idea of the interchange of secondary school teachers. Another Committee on International Auxiliary Language is trying to find out whether there is

anything we ought to be doing on that subject, on which we just had time to touch at Christiania last summer.

One of our most important new committees is one to work with the Committee on Intellectual Cooperation of the League of Nations and to put at the disposal of that committee of the League all the resources of our various national federations.

I want to make very clear in this assembly that we are not a feminist-separatist organization. Our ideal is an educational world in which men and women work together not as men or as women but as human beings concerned in intellectual and international affairs. We feel, however, that at the present stage of the world's progress it is still a good idea to have some organizations of women. We feel that only by having some organizations of women like the American Association of University Women in this country and the International Federation in the world at large can we make sure that all possible support from women will be obtained for educational and international work of this kind. We want also to make sure that women, when properly qualified, shall have an opportunity to participate in this international educational work.

It is part of our constitution that every national federation belonging to the International shall cooperate in all possible ways with the government bureau or other official headquarters in its country for international educational affairs. That is, we do not want to set up a separate organization—we want to work with the government bureau as in France, the British universities bureau as in London, or the American Council on Education and the Institute of International Education in this country.

In Paris, for instance, our club house has instructions not to duplicate in any way the work being done by the American University Union but to look upon that as a dean's office, so to speak, to which the members of the American student's club shall be referred for purely academic questions.

These organizations of university women at the moment are a useful addition to all the different forces aiming at



international contacts. If you will, for example, visualize the American Association of University Women in this country, you will see what aid we may be able to give. We have in our American Association now over 300 branches with more than 20,000 members scattered over the whole country. See, then, what valuable wires of communication there are to reach the community at large through members of these branches who are teachers, mothers, public-spirited citizens of various kinds, and thus to get across to the community at large any light that all our international educational organizations can gain on better educational standards and on real friendship and understanding of all the nations of the world. We would like you all—all the rest of the international organizations—to think of us as a medium of communication, only too glad to try to pass on to all branches and all our members here in America and in the other countries of the world any good light you have to give us.

VIRGINIA GILDERSLEEVE,  
*President.*

## The Commonwealth Fund Fellowships

THERE has been distributed a brief summary of the provisions of the Commonwealth Fund Fellowships. You will notice from the introductory paragraph there that stress is laid upon the development of international understanding, especially between the two great English-speaking nations of the world. That is in a sense the primary purpose of these Commonwealth Fund Fellowships. We are making use of an educational medium for that purpose.

On the following pages is given a summary of the provisions for granting these fellowships, and I should like here publicly to give credit to President Adelotte of Swarthmore for his assistance in developing the details of this plan. President Adelotte had already been working, as many of you know, upon this very subject for a number of years. He turned over his plan for our use, and it was simply adapted to meet the requirements of our directors.

The plan provides for the appointment of twenty fellows each year, each for two years. One-fourth of this number may be given a third year. It is our expectation that in the third year there will be at least forty-five fellows annually. In the final provision these numbers may be increased. The stipend of the fellowship is approximately \$3,000 each year. There is no absolute amount fixed. The fellowships are nominally unequal in amount. They are intended to be equal in value, for the reason that we propose to pay the traveling expenses of the fellows from their homes to the university and return, which will, of course, vary in amount. The tuition and laboratory fees are to be paid in full, and they will vary according to the subject which the fellow is pursuing in this country. For living expenses at the present time we have set the amount roughly at \$150 a month for a fellow while in residence at the university. We have also made provision for travel, which is a very important feature

of our plan, because we wish to have these British students familiar with conditions in the United States and to have at least some knowledge of the conditions in this country.

Also I am happy to have included that provision for traveling at the Christmas recess. It was felt to be very desirable that these graduate students be allowed to attend meetings of the learned societies and to see some of the leaders in their subjects in this country who would be meeting at that time and also to take advantage of that opportunity to see some little part of the country.

You will notice that the candidates must be graduate students. There are some limitations placed upon this. Candidates, either men or women, must be unmarried and under thirty years of age. Candidates must also submit evidence of character, ability, quality of leadership, etc. In the letter of instructions sent to the Committee of Award in England stress was laid upon the point that these qualities are as important as scholarship. In other words, we are trying to build up international relations, and we feel that personality is a very important factor in the students who are to come to this country.

These fellows may go to any university which was a member of the Association of American Universities on the 1st of January, 1925. There have been, of course, a great many questions, and some criticisms, in regard to the inclusion or failure to include certain institutions on that list. There have also been criticisms regarding other features. But if you knew what had gone before, I think you would see that we were to be commended for what we have obtained rather than for the omissions that are things that were not obtained. We desire to place some responsibility upon the university with regard to the fellows who come here.

The first committee of award has been appointed for two years. We regard this as an experimental period and they are to advise us with regard to what they think should be the organization in the future. Yesterday I had a letter from the Chairman, Sir Walter Buchanan-Riddell, saying that it is already evident that they will have to have a

pretty complete reorganization over there owing to the large number of candidates. In spite of the shortness of the time for submitting applications over 200 candidates applied. You may be interested in his comment upon that. He says:

The quantity in the field is just about what I expected. Anderson and I both prophesied 200. In quality it is satisfactory. The pick in certain subjects is excellent; in some, history, for instance, disappointing. On the whole I think the quality may be called good. It is strong on the humane side.

That last remark is an interesting point. It was rather expected that the greatest number of applicants would be on the scientific side.

In connection with the method of appointment of these fellows, we have agreed that if the Committee of Award will reduce the number of applicants to a preferred list of twice the number to be appointed, the Commonwealth Fund will pay the expenses of every person on that preferred list to come to London to be personally interviewed by the committee in order that they may have an opportunity of personal contact with them.

It is a very interesting thing to find how keen the British are for these graduate fellowships. I think the thing which impressed me the most on my recent trip to England to present this to the British universities was the keenness of the British for closer relations with the United States. They firmly believe in education as a means of developing friendly relations between the two countries. Therefore, you can imagine the cordial reception given someone who came over there to offer them this wonderful gift of generous provision for large numbers of students to come to this country.

Another thing that interested and impressed me very much indeed was the respect which the British show for the educational work which is being done in this country. Especially the younger and more progressive men are quite familiar with what is being done here. They know of the work of our best men in the best institutions in the country. Many years ago, when I was in England, Americans were

treated with toleration. It was a new thing to be treated with respect—not merely in matters of education, but in almost everything. We have been recognized for a long time as leading the world in matters of commerce and business, but to find them looking up to us, as it were, in some branches of our educational work was a new experience entirely. It was very gratifying to see the fine attitude which they took toward our work in education.

You notice that the Prince of Wales is the Honorary Chairman of this committee. This gives to this whole scheme a social standing in England which it is absolutely impossible for us to conceive of in this country. That made my mission all the more satisfactory. And I was rather amazed as well as pleased to find that every member of this Committee of Award, although they appreciated that they have a very serious and heavy job on their hands, not only expressed his willingness to serve on the committee, but also expressed his thanks for being asked to serve on that committee and thus being allowed to do his part in so great a work.

MAX FARRAND.

## The John Simon Guggenheim Memorial Foundation

**B**ECAUSE the John Simon Guggenheim Memorial Foundation has just been organized, what I shall have to say will be more in the nature of a statement of our fellowship plan—what we propose to do—than a report of fellows already chosen.

If you have reread your Boswell recently you may remember the old Spanish proverb: "He who would bring home the wealth of the Indies must carry the wealth of the Indies with him," and Dr. Johnson's interpretation, "so it is in traveling, a man must carry knowledge with him, if he would bring home knowledge."

This old proverb, and Dr. Johnson's aphorism, seem, from all important points of view, to express the highest wisdom in making plans for endowments for foreign study. In the first place, from the point of view of a Foundation, in so far as one can generalize from the experience of foundations now in operation, those candidates make the best return on an investment of scholarship funds for foreign study who have already finished their elementary scholastic studies in this country, who have ripe plans for advanced study and research, and who have reached the point where they can make expert use of the best facilities of foreign universities and libraries and laboratories. When you choose advanced scholars, you choose from a field where the selective process has been going on automatically for a long time. There is less wastage; there are fewer failures; there is less lost motion.

From the point of view of America, in the second place, the proverb points the way, because what advanced students do take back with them from abroad is of direct social utility in education, in industry, and in the learned professions.

The sabbatical year is a recognition of the necessity of

productive scholarship and research by members of the teaching profession if educational standards are to advance or even be maintained. Unfortunately, as you well know, sabbatical year arrangements often do not work out; but if members of the teaching profession—advanced students—be given opportunities to engage in a year of productive scholarship and research abroad, the sabbatical year would be made of real value. This would have a great deal to do with placing intellectual standards on a higher basis. With such a raising of standards among professors, the standards of teaching would go up, and in this way the sending of advanced students—members of the teaching profession—abroad would have a tonic effect on the whole educational system of the country.

Sending advanced students, whose ordinary work is in industry, for research, or advanced students who are members of the learned professions, would similarly raise the quality of research in this country upon their return, and would similarly raise the standards of the learned professions.

Finally, from the point of view of foreign countries, their universities and professors, it is most desirable to send abroad men and women who carry the intellectual and artistic wealth of the Indies with them. The reasons are these:

Aside from the creation of a certain "international-mindedness," foreign universities have little interest in affording facilities to elementary American students. On the other hand, advanced students sent abroad will interest all foreign universities and professors as promoting an international exchange of learning. It seems to us that international understanding cannot be worked out except on the basis of science and learning and art, and science and learning and art in turn cannot be worked out except on the basis of international understanding. There is a circular process here into which advanced students fit.

With this as a basis, former United States Senator Simon Guggenheim, in the letter of gift, assigning \$3,000,000 to the trustees of the John Simon Guggenheim Memorial Foundation, said:

It is Mrs. Guggenheim's and my desire, in memory of our son, through the agency of this Foundation, to add to the educational, literary, artistic and scientific power of this country and also to provide for the cause of better international understanding. Our thought was that the income of the fund devoted to these purposes should be used to provide opportunities for both men and women to carry on advanced study in any field of knowledge, or in any of the fine arts, including music; and that systematic arrangements should be made to assure these opportunities under the freest possible conditions, and to make available for the public benefit the results of such studies. Believing, as we do, that such opportunities may be found in every country of the world, we purposely make no specification of locality, domestic or foreign, for the pursuit of these aims.

The systematic arrangements therein alluded to have been made on the recommendation of the Educational Advisory Board of the Foundation, by establishing a system of fellowships, offering to promising scholars, both men and women, opportunities under freest possible conditions to carry on advanced study and research in any field of knowledge, or opportunities for the development of unusual talent in any of the fine arts, including music.

Fellows may be married or unmarried, of every race and creed. No age limits are prescribed, but it is expected that fellows will ordinarily not be younger than twenty-five and not older than thirty-five years. The normal stipend will be \$2,500 a year. The tenure of fellowships will be adjusted to the purpose and scope of the studies of each individual fellow. Members of the teaching profession who have received sabbatical leave on full or part salary will be considered on a parity with other candidates.

Thus all fields of high endeavor are opened to men and women who have shown genius or something akin to it in their particular fields.

Standards of selection of fellows will be set to the highest possible point. Only candidates of high personal qualifications and superior intellectual attainments will be considered. They will be required to demonstrate to the Committee of Selection that they have unusual capacity for productive scholarship or research, or that they are persons of unusual and demonstrated ability in some one of the fine arts. They



will be required to present definite and practicable plans for their proposed foreign study, which, in the opinion of responsible scholars in their fields, give promise of definite and valuable results. They will be encouraged, whenever possible, to have their plans for study approved in advance by the foreign university or by the foreign scholars with whom they propose to study.

Given these requirements, the widest possible liberty will be given to fellows in carrying out their work. Fellowships are not restricted to candidates interested in any particular field of knowledge, nor are they confined to academic or artistic subjects. They are open as well to candidates who are interested in the working of foreign systems of government, in the study of agricultural, social, or business conditions, or in productive scholarship in the fields of the various learned professions—the only proviso being that in each case the candidates should look forward to making the results of their study available to the public and not merely to the utilization of them for their own personal success.

It is expected by the trustees that fellowships will ordinarily be used for study abroad and that fellows will normally register at some foreign university or other institution of research; but this will not be required in cases where individuals demonstrate that their study can more profitably be pursued outside of any such institution.

As the capstone to these plans, the trustees look forward to subsidizing the publication of important contributions to knowledge produced by holders of fellowships on the foundation. The trustees do not undertake to publish all works so produced. But when publication is subsidized, the net profits will in every case be paid to the authors. This subsidy, according to present plans, will be in an unusual case, because the trustees desire to see the results of work done by fellows issued through the regular channels for such contributions to knowledge.

On the basis of these plans, it will be seen that the rules of the Foundation, shortly stated, propose to give the best brains in the country opportunities to do the worth-while

study which they are best fitted to do; to send men and women who have a project that ought to be carried out, who have the ability to carry it out, to the place where they can best do it, at the time that it can best be done.

This is the idea underlying the Foundation's Fellowship plans. The rules governing these fellowships are largely devoted to explaining the lack of any hampering restrictions imposed on fellows. They are full of "normally's" and "ordinarily's" and "it is expected's"; they are written to paint a picture of the kind of person the Foundation wishes to assist, not to impose conditions.

Of course a plan such as this presents great difficulties of administration. The flexibility of the regulations and the absence of hampering restrictions have yielded me a flood of mail; to many people, apparently, it seems that there is easy money going and they want to get some of it. But the members of the American Council on Education will understand that the absence of hampering restrictions and the flexibility of our arrangements make it possible for us to set a much higher standard in all fields than would be possible if we narrowed our field of choice and the projects open to consideration. It is because I know that you will understand what we are getting at and disseminate that understanding through the colleges and universities of the country that I welcome the opportunity to explain the plans of the Guggenheim Foundation before the American Council on Education.

It is by this plan that we hope to achieve Senator Guggenheim's purpose of adding to the scientific, literary, artistic and educational power of this country. By aiding students to push forward the boundaries of knowledge, the Foundation will advance human achievement; by aiding them in the cultivation of beauty it will enrich human life; and these are the purposes which Senator and Mrs. Guggenheim have set before themselves in memory of their son, John Simon Guggenheim.

HENRY ALLEN MOB.

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# The Educational Record

Published Quarterly by

The American Council on Education

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Volume 6

October, 1925

No. 4

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Editor :

C. R. MANN

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Annual Subscription, \$2.00

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**AMERICAN COUNCIL ON EDUCATION**

## Cooperative Experiments

ONE OF THE chief functions of the American Council on Education is to secure the participation of many institutions in educational studies and experiments that require widespread cooperation to insure significant results. Two such enterprises are now in progress—the study of the teaching of modern foreign languages and the development of a freshman test to measure probable success in college. The progress made with these two projects furnishes strong encouragement for the Council to proceed with confidence to organization of other similar studies. How select the next topics for investigation?

As a first step toward finding a satisfactory answer to this question, the members of the Council were invited to submit problems which are now perplexing them but which they cannot solve without cooperation of other institutions. In response to this invitation ninety-five institutional members submitted in writing fifty-five such problems, and the constituent members presented seven more to the annual meeting of the Council on May 2, 1925. Summaries of these are printed in the *EDUCATIONAL RECORD* for July, 1925, pp. 182-183 and 179-180.

Sixty-two topics for cooperative study and experiment constitute an embarrassment of riches. If each requires independent study, a program that includes them all would be expensive and impracticable. But are the problems suggested and implied really independent? Or have they common elements by which they are interrelated? If so, would a cooperative study of the common elements be a more effective and practical method of attack?

Fortunately most of the problems suggested have been sufficiently studied in particular institutions or by particular groups to make possible their analysis for the purpose of discovering common elements. For example, consider the

first problem on the list of those submitted last spring: How secure better selection (for admission)? Obviously sound procedures of selection for admission to college will not differ radically from sound procedures of selection for admission to other occupations. Experience has long ago shown that success in selecting men for occupations depends primarily on accurate knowledge of the things that must be done on the job and accurate appraisal of the abilities of men to do those things. Better selection for admission to college may be secured by making more specific and definite our knowledge of what must be done in college and by increasing the validity of our methods of appraising the temperaments and abilities of men.

A vast amount of experimental work is being done in analyzing and developing methods of appraising the abilities of men by means of new-type tests, psychological examinations, intelligence quotients and the rest. Much of this work yields inconclusive evidence because the number of individuals tested is too small to give validity to the statistical reductions. Hence, this is a most fertile field for cooperative efforts by which tests that seem significant when tried on a small scale are tested on a large scale under all sorts of varying local conditions.

But though a vast amount of attention is being given to developing more accurate methods of appraising human capacities, relatively little is being done to clarify definitions of what must be done in college. There is good reason for this, particularly in the liberal arts college, where the objectives are so vague as to render accurate specification difficult if not impossible. But for all forms of technical and professional training more specific definitions of the technical skills that must be developed can certainly be evolved from critical analysis of the jobs themselves. Under pressure from the universal demand for closer coordination of schooling and the world's work, job specifications and job analysis are making progress. When properly done they are found to be no less powerful instruments than are tests in successfully selecting men for occupations.

It thus appears that the first question on the list of problems submitted for cooperative study involves two elements that are common to industry and schools generally. These are the two basic elements of personnel procedure—job specification and appraisal of abilities. This question is, therefore, not an independent problem.

How about the other problems in the list? The second is: How determine character qualifications? How else than by first analyzing the job to determine what character qualifications are essential to its proper achievement, and then applying methods of appraisal of human capacities to discover how far the candidate possesses the qualifications specified?

The next questions are: How remove the sense of grievance between high school and college? How coordinate more closely with preparatory training? Clear definitions of objectives and impersonal methods of measuring achievement and of appraising ability would surely do much to answer these questions. In other words, a well-organized cooperative attack on job specifications and appraisal of abilities would yield answers to all four of the questions considered. A similar analysis of the entire list of sixty-two questions indicates that forty-five might be partly or wholly solved by such a cooperative study of these two basic elements of personnel procedure. Any college man could formulate many other questions concerning curriculum, exchange of students, standards, records, and the rest, all of which would be illuminated by suitable definition of objectives and methods of appraising human capacities. These are thus two of the most appropriate topics for cooperative experiments.

This idea is not new. Plato recognized that in an ideal republic men's tasks would be adjusted to their capacities. To a moderate degree such adjustment actually takes place today by good luck and haphazard methods. But when one considers that some 60 per cent of our people of highest intelligence get no schooling beyond the high school, while an equal if not greater number are wasting their time in college, the need for more humane, systematic, and objective

methods of adjusting jobs to men and men to jobs becomes apparent. The appalling turnover in industry is eloquent testimony to the same effect. During the war an effective technique of selection and placement of men was evolved under stress of necessity. Here and there individual institutions have worked to develop this technique further. A widespread cooperative attack on this problem would surely achieve significant results quickly. The success of a democracy is measured by the growth of its people, and the people grow when their energies are released in congenial, constructive work.

The experimental study of the twin problems of defining objectives and appraising abilities will yield much more significant results if it attacks simultaneously the lower schools as well as the colleges. Vastly more work in this field has already been done at the elementary and secondary school levels. It is clearly important that the methods employed and the technique evolved in the lower schools be coherent with those developed for the college level in order that the results be comparable. This result could be secured by working together at a uniform record blank that would follow the child from beginning to end of his school career. Such a record blank should call for all facts that are significant in measuring his progress, discovering his bent, and appraising his abilities. The conferences between college and elementary school men that would be necessary to determine what facts are significant in such a record would surely result in better mutual understanding and greater coherence in the school system. The best way to learn to cooperate is to work together at a specific job that is of vital common interest.

Two of the remaining seventeen suggested problems deal with costs of instruction. This is a profitable field of study, especially since Volume XIII of the Report of the Finance Commission makes it possible to secure comparable costs from different institutions. The Association of American Colleges will devote considerable attention to this topic at its next annual meeting in January, 1926. Plans for further

work on this subject will probably develop at this meeting.

Studies of costs become more significant when consideration is also given to definitions of objectives and appraisal of human abilities. For example, at the University of Cincinnati, because of the cooperative system, the per capita costs of instruction are about half those of other equally good engineering schools. Yet who can prove that the other systems are better for everybody? The chances are that the Cincinnati system is much more effective for some men while the other types are better for other men of other minds. Some valid evidence on questions like this could be secured by the studies suggested above.

The foregoing plan of cooperative experiments centering about scientific study of fundamental personnel procedures has been gradually developing during the past five years. It was given explicit formulation by the Intercollegiate Council on Personnel Methods which was organized last winter to operate in this field (cf. EDUCATIONAL RECORD, January, 1925, pp. 40-41). This Intercollegiate Council is now preparing to begin active work. This is clearly an enterprise that should receive unqualified support of all educational institutions.

A final important problem presented at the annual meeting concerns The Federal Department of Education. This problem is in the hands of our Committee on Federal Legislation. This problem involves not only the Federal Department but also the national organization of non-governmental agencies. In commerce there is adjacent to the Department of Commerce the U. S. Chamber of Commerce. The American Federation of Labor flourishes beside the Department of Labor. Granted for the sake of argument that a Department of Education is created. Is a privately organized national education office also desirable as a cooperating agency and as a balance to the Federal office? If so, how shall it be created?

C. R. MANN.

# Psychological Tests For College Freshmen<sup>1</sup>

A PRELIMINARY report on these tests was published in the EDUCATIONAL RECORD for April, 1925. That report contained a description of the nine tests in the examination and a list of the 109 participating colleges. Percentile ranks were also presented for 24 colleges on about 6,000 students for whom we had complete returns at that time.

In the present report, we shall summarize the further studies of these tests in light of the more complete returns that have been received from sixty colleges. The study of the records consists first in the establishment of adequate norms for each of the nine tests in the examination, so arranged that comparisons may be made for the different colleges. The total frequency tables have been compiled for the sixty colleges that have sent in complete returns. These summaries are included in Tables I to IX, inclusive. In each table will be found a statement of the number of students for whom the norms are constructed and the number of colleges represented in the total. In order to facilitate the use of these tables, percentile ranks have also been calculated by the method explained in "The Calculation and Interpretation of Percentile Ranks," *Journal of Educational Research*, October, 1922. The same method is also explained in the writer's text on Statistics.<sup>2</sup> By reference to these tables, one can immediately ascertain the percentile rank of any individual student in each one of the nine tests.

It has not been possible to publish the detailed frequency

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<sup>1</sup>This study was made possible by a grant from The Commonwealth Fund.

<sup>2</sup>L. L. Thurstone, "Fundamentals of Statistics." Macmillan, 1924.



distributions for all of the nine tests for all the colleges. A summary of the average scores has, however, been compiled and it is presented in Table X. This summary will be of some interest for comparative studies. It shows the average score attained in each of the nine tests by the freshmen in each of the colleges listed. In addition, the average performance for all of the colleges has been included in Table X.

Comparative studies based on Table X should, of course, take into consideration the standard deviations of the respective distributions, but, while these are available in the separate distributions, it was not considered feasible to publish all of these records. The frequency distributions for separate colleges are available for anyone who cares to make more detailed studies of the records of any particular college. These data can be supplied either in type-written form or as photostat prints.

While the norms of performance and comparative studies of the average scores of the different schools are of some interest, the main problem in the use of tests concerns their diagnostic value. The criterion that is generally used for ascertaining the predictive or diagnostic value of tests is scholarship. While complete records on correlations are not yet available from all schools, a sufficient amount of data has been tabulated to make it possible to study with some certainty the relative diagnostic value of the several tests. In Table XI we have the correlations between scholarship grades and each of the nine tests in the examination. It will be found that the predictive value of most of the tests is quite satisfactory, although some of the tests are more predictive of average scholarship than others. The separate tests each require only a few minutes to give, while the total program in the 1924 edition required two hours and twenty minutes. On the basis of these correlations and by other evidence, a selection was made of the tests to be included in the 1925 edition. It was decided to retain four of the tests in the 1924 edition, namely, Completion, Arithmetic, Artificial Language, and Opposites. Four new tests were

inserted for the 1925 edition, namely, two Analogies Tests, a Number Completion Test, and an Absurdities Test. It will be found that this selection does not coincide exactly with the correlations obtained and, in this connection, two important questions arise that need detailed consideration.

If tests are selected merely on the basis of their correlation with average scholarship records, in all freshmen subjects, it would be found that the psychological tests would be loaded with certain linguistic forms such as Completion, Opposites, and Analogies, while the more exact quantitative tests would find no place in the program. That is, of itself, insufficient reason for retaining quantitative forms. But on closer analysis it will be found that the relative value of tests cannot be adequately studied merely by correlations with average scholarship grades. The explanation of this fact is that the very tests which differentiate ability for particular subjects, such as German and French, Mathematics and Physics, et cetera, are the very ones which give, in general, the poorest correlations with average scholarship. If our objective is to predict average scholarship, then, in general, the formal linguistic tests are the most desirable. But if our objective with the psychological test is to ascertain aptitudes for particular subjects, then certainly the discriminating value of the ordinary linguistic forms of intelligence test shows a poor performance. Since it is desirable to separate the student's performance into separate categories by means of separate tests in such a way that the profile may throw some light on the student's aptitudes, it is desirable to obtain in a test program, not only these linguistic forms but also those tests which are found to have the highest discriminating value for different kinds of talents. For example, tests in *Arithmetic*, *Estimating*, and *Reasoning* give, by far, the best discriminating value for performance in Physics and in Mathematics, but they give the poorest correlations with average freshmen scholarship. On the other hand, tests such as Completion and Artificial Language give acceptable correlations with average freshmen scholarship, but they have practically no differentiating value for aptitude in exact

sciences. The same kind of comparison can be made for other tests with reference to other special aptitudes.

It is found, therefore, that if we use for our entire test program those tests which give the highest correlations with *average* scholarship, then we shall have profiles which fail to differentiate different kinds of talent. The selection of tests would clearly depend on the formulation of our objective, and we have kept in mind the possibility of using a test program for both objectives in so far as they can be practically combined in the same series.

In the 1925 edition we have included five linguistic and three more-or-less quantitative forms. The Estimating Test, which gave by far the best discriminating value for certain college subjects, has been eliminated, partly because of difficulties in giving it in group form and partly because of its low correlation with average scholarship.

There are two ways in which these examinations may be used to advantage. The median decile may be calculated, and it may be used as a single index of general mental alertness for which one may expect a correlation with average scholarship of about .5 or .6. This is a very satisfactory correlation as these coefficients generally run for psychological tests. Another method is to make a profile chart for each student to show his performance in each of the eight tests. It is possible to arrange the profile chart in such a way that the five linguistic tests are adjacent toward one side of the profile, while the three quantitative forms are adjacent toward the other side of the profile. These profiles may then be used to spot outstanding, individual differences in talent of students. Before analysis of this sort can be done satisfactorily enough as a basis for educational guidance, the examination should be made much more extensive than is possible within a time limit of two hours or less.

There is another problem concerned with the distinction between content examinations and psychological tests that deserves careful consideration. If our sole objective is to predict scholarship grade in a particular subject or average scholarship in a particular course of instruction, then clearly

the best diagnostic value will be obtained by means of tests which are very similar to the content of the course. If, on the other hand, we want a test to measure aptitude, as far as possible free from the immediate effects of high-school courses in the particular subject, then we have recourse to psychological tests proper which are designed so as to be relatively unaffected by particular courses of instruction. As a consequence, the correlation between scholarship grades in a particular subject and the score in a psychological test will necessarily be lower than the similar correlation between scholarship and the content examination. Here, again, the choice between the two types of examination must depend on the objectives which should be clearly stated before making a choice of the tests.

The Iowa Placement Examinations are perhaps the best form of objective content examination available. They certainly should be highly recommended and extensively tried for measuring a student's high-school training in each particular subject. To give the whole program of the Iowa Placement Tests would, of course, require considerable time, and the best arrangement undoubtedly is to induce each department to devote its first class hour of the introductory course to an objective content examination such as the Iowa Placement forms. These examinations should give a good measure of the *preparation* of the student in the particular subject.

The Iowa Aptitude Tests constitute a cross between the objective content examinations which measure training and the psychological examinations which measure aptitude as far as possible independent of training. The Iowa Aptitude Tests do not depend so much on training as regular content examinations and college entrance examinations, but most of them are more influenced by training than the typical psychological examinations. Now, if we study the predictive value of the tests, we should expect to find the highest correlation between scholarship and content examinations, while the lowest correlations would probably be found for

the psychological tests in which subject-matter material is intentionally eliminated. Very likely the best results in the long run will be obtained by a combination of tests measuring training and aptitude. This may conceivably be accomplished either by a combination of psychological tests and content tests or by a combination of both types in the same form, as illustrated by the Iowa Aptitude Tests.

In Table XI there have also been recorded the correlations between scholarship and the various tests for three professional schools, namely, the Engineering Freshmen at Case School of Applied Science, the first-year Medical students at the University of Michigan, and the first-year Commerce students at Northwestern University. It will be immediately apparent that the psychological tests of this program have practically no diagnostic value for the Medical School at Michigan. The one test that shows any significant diagnostic value at all is the Proverbs Test and that seems difficult to explain. The correlations for the Commerce students are more or less comparable with the correlations for the Liberal Arts freshmen in the other colleges, with some exceptions. The correlations for the engineering students run higher for all the tests than in the Liberal Arts colleges. It is of some interest to note that the Arithmetic Test gives the best correlation for the engineering students, whereas that test ranks only average in diagnostic value among the Liberal Arts colleges. Such a difference is to be expected.

The correlation for the whole battery of tests with freshmen scholarship has been determined so far for only two colleges, both of which indicate that the combination of tests gives a very satisfactory correlation with scholarship grades. Further data of the same sort will be compiled for a separate report which will include a summary of the local studies made by several of the colleges.

TABLE I.—*Completion Test*  
(16,803 students in 58 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	38	.00	21	618	.79
1	58	.00	22	526	.82
2	113	.01	23	483	.85
3	174	.02	24	422	.88
4	249	.03	25	394	.91
5	363	.05	26	321	.93
6	450	.07	27	230	.94
7	523	.10	28	225	.96
8	619	.14	29	168	.97
9	749	.18	30	136	.98
10	827	.22	31	99	.98
11	874	.27	32	82	.99
12	928	.33	33	38	.99
13	979	.38	34	28	.995
14	975	.44	35	28	.997
15	979	.50	36	9	.998
16	886	.56	37	11	.9992
17	883	.61	38	3	.9996
18	834	.66	39	1	.9997
19	745	.71	40		
20	735	.75			

TABLE II.—*Arithmetic Test*  
(17,411 students in 58 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	349	.01	11	615	.92
1	895	.05	12	422	.95
2	1478	.11	13	271	.97
3	1891	.21	14	202	.98
4	2080	.32	15	111	.99
5	2084	.44	16	84	.99
6	1885	.56	17	29	.997
7	1699	.66	18	9	.998
8	1351	.75	19	3	.9991
9	1144	.82	20	2	.9993
10	807	.88			

TABLE III.—*Artificial Language Test*  
(16,715 students in 57 colleges)

Score	Frequency	Mid. P. C.	Score	Frequency	Mid P. C.
0	360	.01	40	1217	.88
5	711	.04	45	470	.93
10	1426	.11	50	322	.96
15	2892	.24	55	175	.97
20	2690	.40	60	137	.98
25	2506	.56	65	137	.99
30	2023	.69	70	124	.996
35	1525	.80			

TABLE IV.—*Proverbs Test*  
(16,771 students in 58 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid. P. C.
0	219	.01	8	1462	.01
1	596	.03	9	1315	.72
2	1001	.08	10	1105	.79
3	1441	.15	11	899	.85
4	1592	.24	12	759	.90
5	1699	.34	13	535	.94
6	1744	.44	14	401	.97
7	1668	.54	15	335	.99

TABLE V.—*Reading Test*  
(15,560 students in 56 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	30	.00	16	714	.18
1	2	.00	17	839	.23
2	8	.00	18	887	.28
3	10	.00	19	1025	.34
4	13	.00	20	1015	.41
5	29	.00	21	1109	.48
6	23	.01	22	1022	.55
7	39	.01	23	1189	.62
8	56	.01	24	1065	.69
9	75	.02	25	1039	.76
10	150	.02	26	860	.82
11	197	.03	27	853	.87
12	271	.05	28	738	.92
13	360	.07	29	521	.97
14	497	.10	30	266	.99
15	658	.13			

TABLE VI.—*Opposites Test*  
(16,834 students in 58 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	517	.02	14	365	.92
1	697	.05	15	310	.94
2	1314	.11	16	237	.96
3	1420	.19	17	174	.97
4	1441	.28	18	114	.98
5	1514	.37	19	83	.98
6	1530	.46	20	75	.99
7	1400	.54	21	50	.993
8	1340	.62	22	41	.995
9	1152	.70	23	20	.997
10	1014	.76	24	12	.998
11	839	.82	25	8	.9992
12	634	.86	26	4	.9995
13	525	.90	27	4	.9998

TABLE VII.—*Grammar Test*  
(14,192 students in 53 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	4	.00	55	2114	.33
5	8	.00	60	2331	.49
10	12	.00	65	2237	.65
15	33	.00	70	1890	.80
20	75	.00	75	1215	.91
25	93	.01	80	549	.97
30	215	.02	85	154	.993
35	377	.04	90	16	.9991
40	518	.08	95	3	.9998
45	866	.12	100		
50	1482	.21			



TABLE VIII.—*Estimating Test*  
(13,427 students in 53 colleges)

Score	Fre- quency	Mid P. C.	Score	Fre- quency	Mid P. C.	Score	Fre- quency	Mid P. C.
0	.....	.....	105	227	.05	205	2	.00
5	.....	.....	110	141	.03	210	3	.00
10	4	.999	115	120	.03	215	5	.00
15	5	.998	120	81	.02	220	1	.00
20	30	.997	125	67	.02	225	.....	.....
25	114	.99	130	39	.01	230	.....	.....
30	256	.98	135	33	.01	235	2	.00
35	421	.95	140	17	.01	240	4	.00
40	655	.91	145	16	.01	245	1	.00
45	954	.85	150	8	.01	250	.....	.....
50	1138	.78	155	8	.00	255	.....	.....
55	1217	.69	160	7	.00	260	.....	.....
60	1334	.59	165	10	.00	265	.....	.....
65	1296	.49	170	3	.00	270	.....	.....
70	1206	.40	175	5	.00	275	.....	.....
75	1072	.32	180	2	.00	280	.....	.....
80	880	.24	185	2	.00	285	1	.00
85	717	.18	190	2	.00	290	2	.00
90	582	.14	195	1	.00	295	.....	.....
95	425	.10	200	4	.00	300	.....	.....
100	307	.07	.....	.....	.....	.....	.....	.....

TABLE IX.—*Reasoning Test*  
(16,787 students in 59 colleges)

Score	Frequency	Mid P. C.	Score	Frequency	Mid P. C.
0	56	.00	11	1434	.68
1	134	.01	12	1230	.76
2	314	.02	13	1087	.83
3	548	.05	14	834	.89
4	845	.09	15	616	.93
5	1079	.15	16	438	.96
6	1334	.22	17	265	.98
7	1473	.30	18	124	.99
8	1598	.40	19	58	.996
9	1647	.49	20	31	.999
10	1642	.59	.....	.....	.....

TABLE X.—Norms of Performance in 60 Colleges

Name of College	No. of students taking tests	Completion	Arithmetic	Artificial language	Proverbs	Reading	Opposites	Grammar	Estimating	Reasoning
1. Amherst College.....	200	10.80	8.1	37.55	4.80	17.5	11.21	54.32	101.26	6.59
2. Atlanta University.....	54	14.91	2.15	23.24	6.28	27.5	7.96	63.25	67.36	9.02
3. Bucknell University.....	344	14.13	3.75	26.26	6.28	20.39	8.00	62.85	65.48	8.62
4. Carthage College.....	199	14.13	3.03	21.65	7.9	22.8	8.14	60.15	57.8	10.87
5. Case School of Applied Science.....	138	13.01	4.94	22.62	5.75	20.46	5.58	62.36	78.65	7.92
6. Central Michigan Normal School.....	418	16.64	5.97	30.06	8.08	23.08	8.66	66.75	61.83	9.95
7. Chicago, University of Chicago, University of Commerce and Adm.....	109	16.74	6.59	28.56	7.24	20.76	7.56	64.93	56.49	9.65
8. Coe College.....	314	14.19	5.2	44.14	5.87	19.45	7.62	53.12	69.51	7.4
9. Colorado State Teachers College.....	470	17.16	5.9	27.26	7.82	22.13	7.91	66.15	66.75	9.75
10. Cornell University.....	37	14.08	4.97	30.34	6.3	20.22	6.3	64.53	75.6	8.6
11. Cornell State Teachers College.....	953	19.42	8.55	33.06	8.12	20.32	9.46	57.99	58.22	10.85
12. Creighton University.....	153	14.34	5.84	24.10	6.22	22.2	6.88	64.33	60.26	8.46
13. Dartmouth College.....	675	18.20	6.87	27.92	8.1	22.7	8.39	64.64	60.26	10.03
14. Dickinson College.....	154	16.55	6.11	29.81	7.02	21.74	6.32	60.95	55.93	8.7
15. Drury College (Men).....	74	15.89	4.7	27.00	6.98	21.23	6.67	68.18	71.7	9.15
16. Drury College (Women).....	81	15.46	5.24	24.75	7.0	22.64	7.15	64.54	75.74	10.35
17. Fresno State Teachers College.....	267	14.80	6.17	34.00	5.25	19.6	5.81	60.79	66.82	8.43
18. Gettysburg College.....	123	13.59	5.4	21.00	5.39	16.46	6.45	60.79	87.26	8.42
19. Gustavus Adolphus College.....	132	13.59	6.17	31.04	5.39	16.46	6.45	60.79	87.26	8.42
20. Hiram College.....	252	17.17	6.05	33.99	7.38	22.06	4.70	62.84	71.08	9.67
21. Industrial Arts College.....	137	12.04	3.23	23.99	5.66	19.38	4.70	64.07	84.54	7.54
22. Iowa State Teachers College.....	780	13.79	5.46	26.18	5.69	2.14	5.56	61.13	72.65	8.61
23. Iowa State Teachers College (Men).....	117	15.79	6.2	30.28	7.68	22.48	7.76	61.89	62.64	10.51
24. Kansas State Teachers College (Men).....	116	12.91	6.11	18.37	5.65	20.04	5.74	56.29	56.29	8.63
25. Kansas State Teachers College (Women).....	237	13.83	5.17	25.26	6.41	20.86	6.36	60.81	68.22	8.34
26. Loyola University.....	137	13.5	5.56	21.48	6.29	18.74	6.53	56.11	68.22	8.26
27. Massachusetts Institute of Technology.....	557	8.62	9.33	24.23	4.73	22.05	5.91	60.07	133.72	1.31
28. Meredith College.....	141	8.62	2.53	24.23	4.73	22.05	5.91	60.07	133.72	1.31
29. Miami University.....	406	13.59	8.02	26.08	8.75	20.27	6.2	56.64	69.86	8.2
30. Michigan, University of (Medical Students).....	138	16.16	8.02	26.08	8.75	20.27	13.07	58.1	50.6	14.44
31. Milwaukee-Downer College.....	138	16.16	8.02	26.08	8.75	20.27	7.68	58.1	50.6	8.63

TABLE X.—Norms of Performance in 60 Colleges.—Continued

Name of College	No. of students taking tests	Completion	Arithmetic	Artificial language	Proverbs	Reading	Opposites	Grammar	Estimating	Reasoning
30. Mt. St. Vincent, College of.	70	18.82	4.41	41.07	8.41	24.36	9.14	74.29	78.31	8.47
31. Nebraska Wesleyan University.	111	19.13	5.14	27.64	5.97	20.17	5.73	60.41	74.33	8.64
32. New Hampshire College.	412	14.20	6.53	31.74	6.54	19.97	6.24	56.43	67.39	9.11
33. New York College of City of.	969	21.57	7.15	32.78	8.62	23.88	2.23	57.07	66.4	10.04
34. North Carolina University of.	759	12.51	4.84	17.66	5.42	18.85	2.23	57.07	66.4	5.78
35. Northwestern University.	893	16.21	5.53	28.44	7.49	21.73	8.96	65.0	79.34	10.04
36. Ohio Wesleyan University (Men).	290	14.85	6.55	22.98	6.89	20.15	6.79	57.32	79.34	8.63
37. Ohio Wesleyan University (Women).	312	13.75	4.68	29.66	7.24	20.74	7.15	58.43	74.00	10.07
38. Oregon Agricultural College.	181	17.85	8.88	20.16	7.03	21.01	7.16	62.39	70.05	8.37
39. Pacific College.	163	13.51	5.24	25.12	5.04	20.35	5.56	58.95	63.92	8.91
40. St. John's College.	143	13.70	4.01	27.18	5.51	20.00	4.21	56.7	63.5	7.88
41. St. Joseph College.	46	15.63	5.7	37.61	7.0	21.85	8.28	62.61	64.39	9.09
42. St. Xavier College.	40	14.25	3.58	25.13	6.43	20.43	6.55	61.63	86.76	6.38
43. Seton Hill College.	68	14.55	3.5	33.68	6.65	19.79	7.04	66.62	85.16	9.87
44. Sophie Newcomb Memorial College.	209	15.75	3.21	30.30	7.95	21.14	8.23	60.38	83.98	8.44
45. South Dakota (seven schools in).	896	13.94	5.18	28.35	6.16	20.27	6.03	61.81	71.37	8.76
46. Southern Methodist University.	426	13.77	8.84	26.77	8.56	22.5	8.35	64.33	59.91	11.7
47. Syracuse University.	637	12.61	6.02	19.18	5.46	18.17	4.92	54.48	63.98	8.51
48. Texas Agricultural and Mechanical College.	105	13.37	5.47	22.5	5.7	19.47	5.25	57.6	66.93	7.71
49. Texas College.	174	15.45	4.59	22.87	6.86	20.24	6.58	61.33	72.26	9.21
50. Utah University of.	238	15.7	6.16	26.45	7.57	20.50	7.03	64.33	60.84	9.25
51. Vanderbilt University.	413	14.16	6.11	27.25	7.21	20.50	7.47	58.57	70.5	8.79
52. Vermont University of.	405	16.31	5.64	26.02	6.09	15.15	7.19	48.51	90.52	4.65
53. Virginia University of.	114	8.22	4.28	16.18	3.41	10.15	2.31	59.6	73.34	6.89
54. Virginia Union University.	32	16.57	5.68	45.03	9.11	24.83	11.64	75.93	71.1	11.28
55. Washington College.	92	16.57	4.53	45.03	9.11	24.83	11.64	75.93	71.1	11.28
56. Williams College.	233	17.61	4.74	24.18	5.93	19.15	5.39	61.13	79.88	7.91
57. Willits College, Mary. College of.	142	17.61	4.74	24.18	5.93	19.15	5.39	61.13	79.88	7.91
58. Wilson College.	270	16.39	5.91	30.41	8.37	22.71	9.85	72.32	73.8	10.44
59. Wooster College of.	67	14.18	5.94	19.32	7.07	21.97	6.39	65.02	55.44	8.89
60. Y. M. C. A. College (Chicago).	67	14.18	5.94	19.32	7.07	21.97	6.39	65.02	55.44	8.89
Average for all colleges.	15.5	5.9	27.21	6.86	20.91	7.1	61.80	60.67	9.21	

TABLE XI

	Completion	Arithmetic	Artificial Language	Proverbs	Reading	Opposites	Grammar	Estimating	Reasoning	Average Decile
<i>Liberal Arts Colleges:</i>										
1. Chicago, University of.....	.49	.21	.35	.30	.41	.47	.33	.16	.31	.54
2. Colorado, University of.....	.30	.27	.35	.27	.34	.33	.37	.18	.23	.....
3. Dartmouth College.....	.39	.40	.39	.39	.34	.37	.31	.20	.32	.....
4. Mt. Holyoke College.....	.45	.32	.36	.28	.30	.46	.17	.18	.31	.....
5. North Carolina, University of..	.37	.37	.37	.29	.19	.39	.31	.26	.26	.....
6. Northwestern University.....	.44	.38	.39	.41	.49	.47	.35	.33	.02	.....
7. Ohio Wesleyan University.....	.42	.38	.45	.45	.36	.49	.44	.09	.42	.....
Average.....	.41	.33	.38	.34	.35	.43	.33	.20	.27	.....
<i>Professional Schools:</i>										
1. Case School of Applied Science..	.51	.57	.42	.42	.45	.44	.37	.25	.46	.60
2. Michigan, University of (medical student).....	.01	.10	.00	.29	.10	.05	.01	.13	.21	.....
3. Northwestern University (Commerce students).....	.31	.15	.35	.31	.16	.38	.31	.05	.31	.....

L. L. THURSTONE.

## The Personnel Division

**D**URING the summer a significant test has been applied to the Personnel Division. Though it was anticipated that the vacation period would be one of comparative inactivity, 144 calls for teachers have been received since June 1. The division has been informed that a number of positions, ranging in importance from instructorships to seven and eight thousand dollar professorships, have been filled as a direct result of application to the Council for recommendations. Testimonials of college men from all parts of the country, representing small colleges and great universities, as to the usefulness of the division to them during the past year, shows a steadily increasing confidence in the enterprise and an eagerness to cooperate in making it successful.

The data sent out in answer to calls are proving of value not only in placement but also in furnishing general information to employing officials about available resources, salaries demanded and paid, and prevailing standards for training in given fields. College executives are often so busy with affairs at home that this kind of news fails to reach them except in special cases or as isolated and therefore insignificant instances.

The importance, both to executives and teachers, of a complete registration cannot be overemphasized. The increase in the number of calls from 150 in 1923-1924 to 440 for 1924-1925 and the rapidly mounting interest and confidence in the plan which the last few months have brought out, forecast a busy year ahead. The present rate of increase indicates that information about a thousand opportunities will come to the division during 1925-1926. Every teacher and prospective teacher, who is fitted for appointment or promotion to a particular post, should have the attention of those making the selection called to him; and the college

offering the position should have the benefit of information about all available candidates.

Out of the mass of loosely assimilated data and the chaos of conflicting traditions which now obtain there begins to emerge the vague outlines of a new conception of the college teacher and his place in the sun. While facts about every other conceivable phase and factor in higher education are being scientifically gathered and compiled and acted upon, the teacher has been left conspicuously alone. Prof. Paul Klapper, in a recent article on the college teacher and his professional status, says: "Educational authorities controlling elementary and secondary schools are fully alive to this fundamental principle of administration (that the teacher holds the pivotal place in an educational system). They have devised standards in terms of which the prospective teacher is judged and the present teacher evaluated. They have set up minimum requirements of professional preparation designed to bring to the schools only those who give promise as teachers. Those who expect similar standards for the selection of college teachers will not find them. . . ."<sup>1</sup>

Simultaneously with the study of the preparation of college teachers a thorough revision of methods of transfer and promotion is much needed. This would undoubtedly operate toward more equitable salary standards and toward a new definition of the teacher's professional status which has been so profoundly affected by modern social revaluations.

Up to the present time these conditions have been sensed and railed against, but little constructive action has been taken. As the facts become available, concerted effort based on the findings therefrom will be possible. What Professor Judd has said about the need for a Federal educational bureau is truly applicable here: "We must raise our standards to a national level. On this high level we must evolve a broader policy which shall be made possible because the states and communities have agreed to send their problems to a central

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<sup>1</sup> Professor Paul Klapper, "Educational Administration," Feb., 1925. "The College Teacher and His Professional Status."

agency which is equipped to devise and make operative superior forms of organization."<sup>2</sup>

On the basis of the progress made to date there is every reason to believe that college men and women, by cooperation through the Personnel Division, can build up and maintain a body of fact about the profession which will bring system and coherence into the placement and interchange of college teachers, will contribute toward a redefinition of their place and prerogatives, and will thus eventually bring them into more harmonious relations with the system in which they must work.

LYNDA M. SARGENT.

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<sup>2</sup> Professor Charles H. Judd, "Educational Record," July, 1920. "National Problems in Education," p. 118.

# Annual Report of the Continental Division of the American University Union

ON HIS arrival in September, 1924, the retiring director found the Union well established, not only materially in its comfortable quarters on the third floor of the Carnegie Endowment, but, thanks to the work of previous directors and of the associate-director, in the esteem of American students, French educators, and many other persons with whom it has come into contact. He remained in Paris throughout his year of office, with the exception of the time spent in visiting the fifteen provincial universities and brief trips to Brussels and Geneva. He was most cordially received, both in and out of Paris, and is glad to report that if, as some Americans think, the hospitable feeling of the French towards America has changed, certainly he saw no evidence of it. The year was to him a most profitable one, for it enabled him to establish many contacts of great value and interest, and it gave him an intimate acquaintance with the French educational system and the means to do a very considerable amount of research that could not have been done outside of Paris. He expresses his gratitude to the trustees of the Union who made possible for him this valuable experience.

## I. STUDENT STATISTICS

Between March, 1924, and March, 1925, there were enrolled in French institutions of higher learning and in secondary schools 3,789 American students—787 more than last year. The following statistics have been collected by the Union:

I. *University of Paris*, 694. *Letters* (Cours de Civilization, 471;



Ecole de Préparation, 58; Other students, 127), 656. *Science*, 23. *Law*, 6. *Medicine*, 9.

II. *Provincial Universities*, 452. *Regular Courses*: 283; *Summer Courses*: 169. *Grenoble*: Regular courses, 56; Summer School, 117. *Poitiers*: Regular Courses, 2; Summer School at Tours, 78. *Dijon*: Regular Courses, 8; Summer School, 28. *Nancy*: Regular Courses, 7; Summer School, 26. *Besançon*: Regular Courses, 8; Summer School, 23. *Toulouse*: Regular Courses, 26; Summer School at Bagnères-de-Bigorre, 4. *Bordeaux*: Regular Courses, 14. *Strasbourg*: Regular Courses, 11; Summer School, 3. *Clermont-Ferrand*: Regular Courses, 11. *Montpellier*: Regular Courses, 10. *Lyon*: Regular Courses, 8. *Lille*: Regular Courses, 5; Summer School at Boulogne-sur-Mer, 2. *Reims*: Regular Courses, 1. *Alger*: Regular Courses, 2.

III. *Institutions at Paris for Advanced Work*, 686. *Ecole des Sciences Politiques*, 26; *Institut des Hautes Etudes Internationales*, 12; *Ecole National des Beaux-Arts*, 34; *Conservatoire Americain à Fontainebleau (Beaux-Arts)*, 79; *Académie Delécluse*, 53; *Académie Colarossi*, 102; *Académie Julian*, 45; *New York School of Fine Arts*, 178; *Ecole Normale de Musique*, 15; *Conservatoire Americain à Fontainebleau (Music)*, 124; *Schola Cantorum*, 3; *Ecole des Langues Orientales*, 7; *Institut Catholique*, 4; *Ecole Supérieure de Guerre*, 4.

IV. *Other Institutions*, 759. *Alliance Française*, 549; *Guilde Internationale*, 54; *Institut du Panthéon*, 156.

V. *Secondary and Private Schools*, 669.

VI. *Students not enrolled in institutions but registered with the American University Union*, 529.

*Grand Total*: 3,789. *Men*, 1,558; *Women*, 2,231.

Of this total of 3,789 students on the records of the American University Union, 3,337 were pursuing their studies in Paris and 452 in the Provinces.

There were 62 candidates for the French doctorate (*Doctorat d'Université* 55; *doctorat d'Etat* 7). Of these 42 were candidates at the University of Paris.

It will be noted that Paris continues to attract the great majority of students, that among provincial universities Grenoble still leads as to winter and summer courses, while Toulouse comes second in the winter, and the school established at Tours by the University of Poitiers in the summer. It is unfortunate that a more equal distribution of students cannot be made. Paris is overcrowded and the professors at the university are often overworked, while the

provincial universities are eager to have more students. Americans going to study in France should be advised by their professors at home, as well as by the officers of the Union, to consider well the case of the provincial universities before planning to spend all their time in Paris.

As the statistics of two years ago were classified somewhat differently, it is impossible to compare them with the statistics for last year in all respects, but certain comparisons of interest can be made. While the number of male students increased from 1,399 to 1,558, over 11 per cent, the number of female students increased from 1,603 to 2,231, over 39 per cent. There was a marked increase of students in music, from 379 to 633; of students at the Cours de Civilization at the Sorbonne, from 242 to 471; and of more advanced students at the same institution, where the students of letters increased from 96 to 127, and those of science from 5 to 23. The number of American candidates for the doctorate increased from 46 to 62; of these 5 in 1923-1924 and 7 in 1924-1925 were candidates for the doctorat d'Etat.

This large number of students, including not a few who are equipping themselves for careers at home, makes a strong demand upon the directors of the Union who have to help them adjust themselves to requirements and surroundings very different from those they are accustomed to. The retiring director concurs most heartily in the appeal of his predecessor to American professors at home to give more personal attention to the plans of their students who intend to do advanced work abroad, and to his own successors to give students arriving in France as much advice as they can in the time at their disposal. Much time will be saved the director, and much help given the students by the publication of Dr. Krans's "Hand Book for American Students in France," which ought to appear shortly and will certainly be ready for use by students who expect to study in France next year. Much more, however, will still remain to be done in order to enable American students to make the most effective use of their time. The chief means proposed will be discussed under the three following headings.

## II. COOPERATION WITH THE AMERICAN LIBRARY IN PARIS AND THE CARNEGIE ENDOWMENT

Plans that had been maturing in a good many minds were developed and brought within reach of practical realization at a series of conferences last summer, the first one between President Butler, Dean Babcock, Colonel Olds and the director; subsequently between Dr. Mann, Mr. Robertson, Dr. Russell, Colonel Olds, Dr. Tyler, Dean Babcock and the directors. It was generally agreed that much duplication of effort might be saved if the American Library could be moved into close proximity with the Carnegie Endowment and the Union, and that enterprises might be undertaken in common more efficiently than if left to a single agency. It was proposed by Dr. Mann that each year some important question should be selected by an American committee and investigations carried on from this common American center. If a modern library could be constructed with a number of seminar rooms in which the essential books of a subject would be put at the disposal of students whenever they wish to consult them, American professors could use these to conduct seminars with American students more advantageously in most cases than at home, on account of the wealth of material available in Paris to those who know how to seek it. Under this sort of guidance American students would learn more quickly to make use of the opportunities Paris affords. They could also follow any courses they desired at French institutions. The French professors say that it is difficult for them now to find the time themselves for seminar work or to expect their students to do it, so desirous are the latter to devote their time to the programs of the *licence*, *agrégation*, etc. The director of the Union would have time to give a seminar in his own specialty, and his qualifications for doing such work may well be considered when he is appointed. Moreover, if the American universities would give a professor a year's leave on full pay, he could afford to spend the whole year in Paris, carrying on investigations with his own students or those of other universities. If the leading American universities where

research work is done take a proper interest in such a scheme, there seems no reason why a number of professors could not be sent over each year in such subjects, especially as Romance, Philology, French Literature, History, Political Science, Economics, Art, Archeology, Anthropology. Much time that is now wasted in America for lack of material to work on could thus be saved; American graduate students in France would be greatly stimulated and a number of American professors would be given an opportunity to do research. Perhaps not the least benefit would come from its effect in breaking down a portion of the monastic walls that separate our graduate schools from one another.

### III. THE CITÉ UNIVERSITAIRE

American students in Paris at present see practically nothing of French students. Many of them live in *pensions* where one patient hostess strives desperately to impart her language and her culture to some thirty guests. Others give up the fight and take rooms in small hotels, where they are largely isolated from the kind of French people they would profit by meeting. The Union expects to continue its efforts to lodge as many students as it can in French families, but there are not enough of these to meet the needs of students and many of the latter wish greater freedom and more congenial companionship than they get in many of them. It would seem, therefore, that if at least 150 of our students in Paris could be thrown into contact with men of their own age and corresponding intellectual attainment, it would be highly desirable not only for the sake of the young American's own development but for the cause of mutual understanding and good feeling among nations.

An opportunity for realizing this desire is offered by the creation of the Cité Universitaire. The retiring director is aware that the plans for this institution were laid before the trustees of the Union in 1922, but either they were then incompletely presented or they were misunderstood, for it then seemed that acceptance of the French proposals would result in isolating American students from others. If this

were the case, the retiring director would disapprove of the scheme as heartily as anyone else, but he is so sure that this is not the case that he believes that it is the only way by which American and French students in Paris can be satisfactorily brought together.

A few years ago, M. Emile Deutsch de la Meurthe offered to the city of Paris ten million francs to provide lodging for 350 students. Senator Honnorat, then Minister of Education, conceived the idea of using the buildings to be constructed with this fund as a nucleus of a *Cité Universitaire* which would provide for students comfortable and inexpensive lodgings with a common restaurant, athletic grounds, reception rooms, and so forth. For this purpose, the state ceded to the University of Paris three bastions of the fortifications situated just south of the Parc Montsouris, covering a space of 900 by 100 meters, fifteen minutes by train, or half an hour's walk from the Sorbonne. Work was started on the buildings of the group Deutsch de la Meurthe in May, 1923, and an appeal was made to other nations to put up buildings on the grounds of the Cité. One cannot help thinking of the "nations" of the University of Paris in the middle ages, but however picturesque this thought may be, it is misleading, for the reason that every effort is to be made in the present instance to throw students of different nationalities together. Not only will they have a common restaurant, common athletic fields, and common rooms for social purposes, but students may be exchanged so that if the American building holds 150 students, half of these may be French and 75 Americans may be lodged in French buildings.

The Deutsch de la Meurthe quadrangle was completed in July and was visited by the directors of the Union and a number of the trustees, all of whom were delighted with the beauty of the buildings and the comfort they promise to students. Other nations are beginning to cooperate. The Canadian building is almost completed. It adjoins the Deutsch de la Meurthe quadrangle, will house 50 students and cost two and a half million francs. The Belgian build-

ing is considerably larger, will hold about 200 students, and will cost about seven million francs. Options on the lots next the Canadian building have been granted to Portugal and the Argentine. The Cuban parliament has voted \$100,000 for a building. A number of other nations have made inquiries. We have already lost the best site, that given to Canada, but there is still time to get a good one, either to the west of the Fondation Deutsch de la Meurthe, and across the street from it, or on an interior lot back of the buildings to be erected on the boulevard and next the athletic field. A building that would lodge 150 students would cost about five million francs. It may be added that work is progressing also on two other French buildings, those for the alumni of the Ecole Centrale and the Institut Agronomique.

Feeling that no time was to be lost in securing an option on a lot, the retiring director wrote to the secretary for permission to apply for one in the name of the Union, but his letter arrived too late for the last meeting of the Union Committee and he was informed that until the Committee met, application could not be made with the official use of the Union's name. Accordingly, the director, with the assistant director, President Butler and Dean Babcock, all acting as individuals and without committing in any way either the Union or the Carnegie Endowment, or the American universities with which they are connected, applied for an option on a lot in the Cité Universitaire. This was granted promptly by the university, without specification as to the particular lot, which can be made only after it is known how much money can be devoted to the building. The holders of the option, which expires at the end of the year, are ready to turn it over to the trustees of the Union. The retiring director hopes that such action will be approved and that a committee will be appointed to renew the option, collect the money for the building, determine its location, decide the question of whether it shall be entirely for men or divided into two wings, one for men, the other for women, and so forth. He understands that when the building is ready for

use, the assigning of rooms and the appointment of a supervisor would remain in the hands of the Directors of the Union.

#### IV. SUPERVISED STUDY

The officers of the Union are in close touch with Mr. Kirkbride and have done what they could to assist him to carry out the Delaware plan for undergraduate American students in France. They are glad to see that the number of students confided to him for the coming year is more than twice what it was for 1925 and that a number of them come from other institutions that the University of Delaware. This work can be more extensively developed. The directors have also watched with interest the group of graduate students from Columbia who attend the Cours de Préparation at the Sorbonne under the direction of Professor Méras and the plans of Smith College for sending over this fall some 25 undergraduate students with an instructor. If the plans on which Mr. Marks, Mr. Robertson, and others have been working meet with success, it may also be possible to have undergraduate students come to France in large numbers under the general supervision of the Union alone. As everyone realizes, this can be done satisfactorily only if such students are carefully selected at home and if American institutions can be brought to understand and evaluate intelligently the work done in French universities.

#### V. ASSISTANCE TO STUDENTS

In addition to giving advice to students and finding them lodgings, the Union has continued as in the past to assist them in various ways. It has found work for a large number of students, work that has brought in to students more than 100,000 francs. It handles their mail for them, provides them with reading rooms where they can find American as well as French newspapers, reviews, and books, invites them to a series of receptions, secures invitations for them to French homes with the assistance of such French organizations as the *Accueil aux Etudiants Américains*, and

renders them all sorts of services too numerous to mention here. Previous directors have asked for a loan fund, but the trustees have thought it unwise to grant it. The retiring director would be disposed from his own experience, to agree with the trustees, for he has been more fortunate than his predecessors and has not suffered greater losses than he would have suffered had he remained at home. But his colleague has had to lend quite a little money, and while this has been returned, there seems no reason why he should run the risk rather than the Union itself. The retiring director would therefore recommend that a fund of \$500 be put at the disposal of the directors with the recommendation that it be used as judiciously as possible.

#### VI. AMERICAN PROFESSORS

The offices of the Union have very pleasant relations with the many American professors who make use of the Union. The only regret is that not all professors avail themselves of its services. Some of them, and more especially some college and university presidents, fail to come to the Union when they are in Paris. This puts the Union to some inconvenience, as its officers are often asked for information about the movements of those who do not make themselves known. The retiring director urges all persons in academic life to register at the Union while in Paris.

The Union can do much to help investigators and distributors of scholarships. During the past year, the directors have been in close touch with Messrs. Wickenden, Learned, Marshall, and A. R. Mann, and have done what they could to introduce them to the proper French authorities who then helped secure for them the information they were seeking. They have also been instrumental in bringing applicants for scholarships both to the attention of Professor Trowbridge of the International Education Board, and of Miss Newcomb, of the Franco-American exchange. The directors have helped their colleagues in America to secure teachers, both American and French, in having photographs and copies made of manuscripts and books, and so forth.



## VII. SECONDARY EDUCATION

The Union is becoming more and more a center of information regarding other than strictly university work. It is constantly appealed to by parents for advice as to schools for their children and consequently has collected considerable data about schools in France, whether directed by French or American educators. It has assisted several American schools in getting established, settled a serious dispute between the head-masters of two of them, and has often helped secure for them both teachers and pupils.

## VIII. LECTURES

The director was called upon not infrequently for talks of one sort or another, speeches of introduction or welcome, after-dinner speeches, lectures, talks to students. By far his most important speaking was done as lecturer of the Hyde Exchange Foundation of Harvard to the 15 Provincial universities. One was devoted to "French Stage Decoration in the XVIIth Century," the other to "Three American Institutions of Higher Learning: Amherst, Virginia, and the Johns Hopkins." This journey took him all over France. He was very hospitably received by the faculties of the universities, and he had an opportunity to learn much about the French educational system and the relative advantages of the different universities for American students. This valuable experience had already been enjoyed by Professor Van Dyke, and will be again this year by Professor Ford. The Hyde Foundation has thus contributed not only to international understanding, but to the special equipment of directors for their post.

## IX. REPRESENTATIVE FUNCTIONS

The American University Union has been called an Educational Embassy. Whether this be true or not, it does not a little of the work of the American Embassy and Consulate, for these institutions are constantly forwarding to it letters of inquiry with regard to educational matters. It represents especially American universities and learned societies. The

director has been a member of the committee charged with the publication of the bulletin of the Commission on Intellectual Cooperation of the League of Nations and in this capacity attended a meeting of the committee at Geneva early in April. He also represented Professor Millikan at the important meeting of the Commission on Intellectual Cooperation when, under the presidency of Professor Bergson, the new institute was definitely organized. This institute is to be lodged just across the river from the Union, and it is to be hoped that the two institutions may be kept in close contact, as they may be of great assistance to each other.

The director was appointed by the American Library Association as one of the trustees of the American Library in Paris. He hopes that his successors will receive a similar appointment, for it is important to keep the two institutions closely in contact.

On account of absence from Paris on his lecture tour, the retiring director was unable to represent, as requested, American members of the society engaged in publishing a dictionary of Medieval Latin, but he arranged that they should be represented by Dean Christian Gauss.

The retiring director represented the Union and the Johns Hopkins University at the celebration in November of the 50th anniversary of the Polytechnic Institute of the Université Libre de Bruxelles and the laying of the corner-stone of buildings given to that institution by the C. R. B. Educational Foundation. He also acted as a member of the committee to appoint the holder of the Eliza Proctor fellowship at Princeton. He has represented the Union at dinners of alumni associations of Wellesley, Amherst, Columbia, and Princeton.

#### X. ENTERTAINMENTS

The Union gave eight receptions during the year, at which many French and American professors and American students were present. The principal ones were the opening

reception which followed addresses of welcome to new students by Professor Cestre and the director, and one given in honor of Consul General Skinner, at which a photograph was taken of a group including Ambassador Herrick, Consul General Skinner, and a number of leading personalities in French Education; one in honor of Professor Trowbridge which was attended by most of the leading French scientists; one in honor of Ben Greet; and one to which the French students of English in Professor Camerlynck's *Quinzaine Anglaise* were invited. On the occasion of the annual meeting of the Rectors of the French universities, the officers of the Union gave a luncheon in their honor, at which were present, besides the Rectors, the Minister of Education and the directors of *Instruction Supérieure, Secondaire, Primaire* and of the *Office National des Universités*. The retiring director did a certain amount of entertaining himself, and was greatly aided in so doing by the fact that during over half his stay he lived in an apartment that was well adapted to the purpose.

#### XI. VACATIONS

The retiring director ventures to propose that the vacation of the director and of the associate director be lengthened to two months each. These vacations can be taken at periods of the year when the work of the Union is light. The change would be more in accordance with the length of professorial holidays, both in the United States and in France, and would render the position more attractive to American professors, especially to those who go abroad rarely and wish to devote some time to travel during their stay in Europe.

#### XII. COLLABORATORS

The work of the director would indeed be difficult were it not for the many persons, both French and American, who are ever ready to furnish information and suggestions. Most of all he is indebted to his colleague, Dr. H. S. Krans, who supplies the necessary continuity to the organization,

and without whose knowledge and sympathetic advice the Union could not function as it does. He is also especially grateful for the collaboration and hospitality of the members of the local committee, Messrs. James H. Hyde and A. D. Weil. The director has also been greatly aided by Messrs. Petit-Dutaillis, Firmin Roz, Champenois, and Duclaux, of the *Office National des Universités*; by the rectors and professors of the French universities, the officers of the *Bureau des Renseignements* of the Sorbonne, the Director of the *Ecole Normale*, the Director of the *Ecole des Langues Orientales*, by the officers of various American organizations, the Embassy and Consulate, the Carnegie Endowment, the American Library, the American University Women's Club, the American Women's Club, the Chamber of Commerce and French organizations concerned with Franco-American relations, the *Accueil aux Etudiants Américains*, *Franco Amérique*, and the *Club Autour du Monde*. To these and many other friends, he expresses his most hearty thanks.

H. CARRINGTON LANCASTER,

*Director.*

September 12, 1925.

# Annual Report of the British Division of the American University Union

## I. FAMILIAR LINES OF ACTIVITY

TO REHEARSE the routine functions of the American University Union would appear to be unnecessary. But a suggestion has been made by members of your committee that there be included in this Annual Report a brief résumé of the routine activities and present contacts of your London office. The suggestion is most timely. Information of the kind called for has hitherto not been comprehensively circulated among American universities and colleges, still less brought to the attention of their alumni or systematically conveyed to the membership of learned associations. Fortunately, opportunity for wider publication enables us now to acquaint the growing constituency of the Union with matters of far-reaching significance and intimate interest that were not readily accessible even to the present director of the British Division before he assumed office.

The activities of the British Division of the American University Union are manifold. The following synopsis is in general based upon a recent memorandum prepared by our Assistant Director, Mr. R. H. Simpson. The Union looks after the academic interests of American men and women, whether undergraduate or graduate, proposing to pursue or pursuing curricula in British universities; also, so far as desirable and practicable, after their social and personal welfare. From day to day it gives largely of its time to consultations with them, and with professors and alumni of American universities in need of advice or letters of introduction. The office furnishes registration facilities.

It keeps a card catalog of all visitors and is able to supply addresses and make appointments possible. It furnishes also postal facilities. From thirty to fifty professors and students are at any one moment receiving their letters here or having them forwarded by the Secretary.

Prospective students from America the Union advises by letter of facilities for study in Great Britain, and it carries on preliminary negotiations for their admission to British institutions. On many occasions the office has been able to carry through negotiations of this kind which, begun independently of it, had risked failure because of certain misleading differences in academic terminology between the two countries. These differences often cause misunderstandings which necessitate prolonged correspondence, frequently carried on at cross purposes. Especially in the case of Oxford and Cambridge such correspondence should be pursued by an agency familiar with academic usage in both countries. To give two instances: the word "college" has an entirely different meaning in the two countries, and the requirements for a Bachelor's degree diverge widely.

As indicated above, we are in a position to be of decided assistance to American professors and others interested in research or in educational problems. For researchers we obtain immediate access to institutions like the British Museum and the Public Record Office. The Union now enjoys liaison so well developed that it has but to press a button and the researcher may find himself admitted to scientific apparatus and printed or manuscript collections not open to the general public—to a scientific laboratory, the muniments of a city corporation, a college library, or the archives of some historic family. When, also, certified American are desirous of conferring upon matters of educational import with eminent officials here, whether of the universities or the government, we are by the courtesy of British friends usually enabled to spare them much worry and waste of time in securing the necessary appointments.

As to exchanges of professors, they can be effected only

in exceptional cases, because of the difference in organization between British and American universities, but our office always has one or more in hand. It has had some success, however, through the intermediacy of Dr. Alex Hill, Secretary of the Universities Bureau of the British Empire, in placing American professors on extra-mural programs. Many British applicants for university posts in the United States have likewise registered with the Union and have been announced in America through the Bulletins of the Institute of International Education.

The Union arranges alone, or in conjunction with other organizations—like the English-Speaking Union, the Reunion of British War Missions to the United States, and the American Women's Club—admission of American professors, students, and university alumni to places of historic interest; also for kindly reception by British people of significance. No effort is made to turn the Union into a club or to encourage the segregation of American students. Gatherings of American professors and students are, however, arranged at intervals, and Thanksgiving and Christmas parties, as well as an annual dinner in the spring, have become regular events.

The annual dinner was held on May 14 in the Refectory of University College, University of London. The attendance was large and representative of some twenty-five American universities and of Oxford, Cambridge, Durham, and the chief divisions of the University of London—King's College, University College, the Imperial College of Science, and the London School of Economics. The especial guests were his Excellency, the American Ambassador (Mr. Houghton), and the Rt. Hon. Lord Eustace Percy, M. P., President of the Board of Education. Among others present were the Vice-Chancellor of the University of London, the Rector of the Imperial College of Science, the Director of the London School of Economics, the Secretary of the British Universities Bureau, Lord and Lady Swaythling, Sir Israel and Lady Gollancz, and Mr. and Mrs. Albert

Mansbridge. Mr. L. L. Tweedy, of Princeton, Chairman of our Advisory Council, acted as Toastmaster. The principal speaker of the occasion, Lord Eustace Percy, presented his impressions of organization and methods at universities in the Dominions and in the United States. The Director of the British Division, after announcing that the new American Ambassador, His Royal Highness the Prince of Wales, and Lord Eustace Percy had become patrons of the Union, reviewed the work of the London office during the past year.

British students in increasing number are going to the United States for study. Practically all of these the Union is called upon to advise. It also carries on preliminary negotiations for them with American deans, registrars, and admission authorities.

The erection of the immigration barrier has necessarily worked considerable hardship even upon *bona fide* students. Before the passage of the 1924 law the Union, in conjunction with the Institute of International Education, certified students in advance to the immigration authorities, but, since the new law has come into operation and American consular offices have assumed the duty of granting non-quota visas to students, the Union has worked in close relation with the American Consul-General in London to hasten in all possible ways the steps which are necessary before students may obtain the visa. The Consulate is, of course, far too busy to explain the purpose of the immigration law. It confides to the Union the task of making clear to prospective students that the law is not intended to operate in discouragement of student migration to the United States.

The American Consul-General in London, together with his chief assistant, are members of the Advisory Council of the Union. The relations of the office with the American Embassy are equally close. The Ambassador is always one of the patrons of the Union. The Embassy refers to us for advice and decision all educational inquiries



and requests. Since the time of Ambassador John W. Davis, the Director of the Union, has been recognized as an unofficial educational attaché.

During the present directoral year a greater number of registrations has been recorded at the London office than in any preceding year. Everyone who calls at the Union requires some service. Of those registering about three-quarters have received advice and often letters of introduction after special interviews with the Director or Assistant Director.

To the American Council on Education and to the Institute of International Education the American University Union supplies, at appropriate intervals, information concerning the various foundations for American scholarships and fellowships tenable in Europe, particularly in the British Isles and France. It also supplies machinery for the selection of British holders of scholarships in the United States. The Director is a member of the Committee on the Rose Sidgwick Fellowship and of the Committee on the Riggs Fellowships at the University of Michigan. The regulations of the Clarence Graff Fellowship were drawn up by the Union; and the Director and Assistant Director, with the Secretary of the Universities Bureau of the British Empire, constitute the Committee of Selection. The gratifying relationship of the Union to the recently established Commonwealth Fund Fellowships will receive special treatment later.

Three years ago the Union, in cooperation with the Institute of International Education, planned and carried out a tour of an Oxford Union debating team in the eastern United States. The visit aroused so much enthusiasm on the American side that Oxford returned last year for the third time and extended its tour to the Pacific coast. Cambridge, having last year visited the east, is this autumn going to the middle west, while Oxford goes again to the east. In the meantime, Columbia University, Colgate University, and Bates College have sent teams to Great Britain and the

University of Michigan is expecting to do the same next spring. The Union and the Institute have become recognized as the channels through which arrangements are made for such visits.

## II. EXTERNAL ACTIVITIES OF THE DIRECTORSHIP

The Director and Assistant Director have maintained the personal relations already existing with British universities. The Director has attended the luncheons of the Vice-Chancellors' Committee of the Universities Bureau as well as the annual dinners of University College, King's College, and the Imperial College of Science in London. At Cambridge he addressed the American students on Thanksgiving Day. He spoke twice before the Annual Conference of the Universities of Great Britain and Ireland, and has presented matters of educational import at Trinity College, Dublin. The Assistant Director has kept in close touch with the Students' Unions at Oxford, Cambridge, London, Edinburgh, etc., as well as with the National Union of Students, which has its headquarters in London.

The Director and Assistant Director have also maintained and extended the range of contact with learned associations, public and social bodies, and academic and public committees. They have attended meetings of the British Academy, the Royal Historical Society, the Royal Institution, the Royal Society of Literature, the Historical Association, and the Institute of Historical Research; also various Memorial Lectures. As a vice-president of the Shakespeare Association, and chairman of the Committee on Cooperation of the American Shakespeare Association, the Director has had several conferences with Sir Israel Gollancz, the secretary of the former body. He has also served as a member of the Christopher Marlowe Memorial Committee. The Assistant Director, besides continuing his relations with the National Board of Education and the Educational Committee of the London County Council, and the Rhodes Trust, has been added by Mr. Albert Mansbridge to the Council of

the World Association for Adult Education. He also represented the Union and the Commonwealth Fund Fellowships at the recent meeting of the World Federation of Educational Associations at Edinburgh.

There has been no deviation from the traditional and excellent policy of cooperating with societies for British-American friendship. The hospitality of the Union has been, as usual, extended to the British Council on the Interchange of Preachers and Speakers between Great Britain and the United States, and the Director has served on the Committee of the British Universities Bureau. He took part in the arrangements for the entertainment of the American and Canadian Interstate Medical Association this summer. He is a member of the Pilgrims of Great Britain and has attended their luncheons and dinners, as well as those of the Lyceum Club, and has maintained cordial relations with the Reunion of British War Missions to the United States.

The most influential of British-American societies, and the most helpful in the reception of American students and other visitors and in the extension of invaluable assistance to them, is the English-Speaking Union. With this organization the Director has been in the closest contact by virtue of his membership of its Central Committee and of the Editorial Committee of its monthly magazine, *The Landmark*. On his arrival in London as Director of the American University Union a luncheon was given in his honor by the English-Speaking Union, and he has accepted their invitation to preside or to speak at some half-dozen British-American gatherings in London and the country.

### III. OUTSTANDING DEVELOPMENTS OF THE DIRECTORAL YEAR, 1924-5

The more notable achievements during the current year are as follows:

1. *The institution for the first time in the British Isles of a summer school on the American plan.*—For increase of

educational contact and reciprocal understanding between America and the British Isles few agencies could be of more vital and continuing service than the institution in Great Britain and Ireland of two or three such summer schools. To this end the Union has for several years labored.

Naturally Americans are most likely to be attracted by a summer school of the American variety conducted at one of the three well-known residential and tutorial universities of England and Ireland—Oxford, Cambridge, and the University of Dublin—Trinity College; at one of the centuries old but non-residential Scottish universities—St. Andrews, Glasgow, Aberdeen, Edinburgh; or at the best known of the “younger” and non-residential English and Welsh universities—that of London.

With reference to the feasibility of instituting a six weeks' summer school of the American type at one or more of these universities the Union has during 1924-25 made a careful and personal canvas of the field. It has held conversations with constituted authorities of Oxford and Cambridge respectively, especially with the Rev. F. E. Hutchinson, M. A., Secretary to the Delegacy for Extra-Mural Studies of the former university, and Dr. D. H. S. Cranage of the latter. It has with like intent conferred with representatives of the University of London—among others, Dr. E. Barker, Principal of King's College, and Professor Newton of the Institute of Historical Research, both personally conversant with the summer school system of the United States. Also with Dr. Bernard, Provost of the University of Dublin-Trinity College, who was first interviewed on the subject by our Assistant Director, Mr. R. H. Simpson, early in September, 1924. We also conferred with the official responsible for the only existing summer school activity in Scotland—Mr. James Malloch, Executive Officer of the National Council for the Training of Teachers, regarding the outlook at any of the universities north of the Tweed.

Of the universities mentioned or referred to above, only one, the University of Dublin-Trinity College, was in a posi-

tion in 1924 to formulate a definite plan for submission to American authorities. Early in 1925 the proposed summer school was assured, but difficulties in the way of securing adequate publicity in the United States resulted in the postponement of the initial session till 1926.

It is with extreme gratification that the Union is now able to announce that this summer school established for American students at Trinity College, Dublin, will open on July 15, 1926, and continue till August 31.

Three groups of courses will be offered as follows:

*Group I. Political Economy and Social Science.*

The Lecturers would probably include the following:

*Political Economy.*—C. F. Bastable, LL.D., Professor of Political Economy in the University of Dublin, President of Section "F" of the British Association in 1894; author of "The Theory of National Trade," "The Commerce of Nations," "Public Finance," etc., etc.

*The Problems of Europe at the Present Day.*—Bolton Waller, B.A., Sen. Moderator in Classics and Philosophy, winner of the Filene Peace Prize of £1,000 in 1924.

*Theory of Education.*—R. J. Fynne, M.A., Professor of Education in the University of Dublin; author of "Montessori and Her Methods."

*Group II. History and Literature.*

*Modern English History.*—It is hoped that Dr. Ernest Barker, Principal of King's College, London, formerly Fellow of New College, Oxford, whose writings on Political History are well known, will be able to give a Course.

*Modern French History.*—Miss Constantia E. Maxwell, M.A., Lecturer in Modern History in the University of Dublin; author of "Irish History from Contemporary Sources. (1509-1610.)"

*Anglo-Irish History.*—Edmund Curtis, M.A., of Keble College, Oxford; Member of the Royal Irish Academy, Erasmus Smith Professor of Modern History in the University of Dublin; author of "A History of Mediaeval Ireland."

*English Literature.*—Edward J. Gwynn, M.A., Fellow of Trinity College, Dublin; Member of the Royal Irish Academy, and Commissioner of National Education in Ireland, (1905-1915).

*Group III. Languages.*

*French.* Thomas B. Budmose Brown, M.A., Doctor of Letters of the University of Grenoble, and Professor of Romance Languages in

the University of Dublin; author of "French Literary Studies," etc.

*German.* Gilbert Waterhouse, of St. John's College, Cambridge, and the University of Berlin, Litt.D., Professor of German in the University of Dublin; author of "The Literary Relations of England and Germany in the 17th Century," etc., etc.

*Spanish.* Walter F. Starkie, Litt.D., Fellow of Trinity College, Dublin, Member of the Royal Irish Academy, and Corresponding Member of the Royal Spanish Academy; author of several works on the Modern Spanish Drama.

*Irish.* Thomas F. O'Rahilly, M.A., Professor of Irish in the University of Dublin; author of "A Miscellany of Irish Proverbs," etc.

The University of Dublin-Trinity College, as will be recognized, not only has right of way by virtue of priority in the field in its announced consent to undertake a summer school after the American plan, but is the only university in the British Isles so circumstanced as to be capable at the present time of offering definite courses for a period of six weeks, with definite arrangements for examinations and for certificates acceptable for credit at American universities. It is also the only university capable of according residential privileges to American students, whether men or women, during the summer of 1926. The various subdivisions of the University of London enthusiastically approved the attitude of Trinity College and some of their professors have indicated willingness to assist Trinity College to the extent of giving courses in the proposed summer school.

Within three weeks after the tentative program, submitted in January, 1925, by Provost Bernard to us, had been communicated by the American Council on Education to American institutions of learning, some fifty colleges and universities (among them those of the highest standing) expressed their approval and their willingness to give appropriate credit toward their degrees for work satisfactorily completed in the University of Dublin Summer School.

The relations between Trinity College, Dublin, and the Universities of Oxford and Cambridge are very close. By a Statute of 1636 undergraduates and graduates of these uni-

versities pass from one to another with full retention of academic standing. Graduates of each of these universities enjoy privileges in the others which are not shared by the graduates of any other university. The degrees of Bachelor, Master, Doctor at each of the universities mentioned above are recognized as equivalent in distinction to the corresponding degrees of the others.

Trinity College, renowned as the Alma Mater of Bishop Berkeley and Edmund Burke and many other scholars and statesmen of world-wide distinction, was founded and incorporated by a Royal Charter of Queen Elizabeth in 1592 as Mater Universitatis, and it was expected that, as in the case of Oxford and Cambridge, sister colleges would be established by private benefaction. This did not happen, however, and Trinity College, like Harvard College in America, simply expanded to form a university. It occupies a large site in the middle of Dublin, with ample grounds for athletic clubs. The Library has enjoyed since 1801 the privilege of receiving a copy of every book published in England. It contains 372,000 volumes, also 2,000 manuscripts affording an unrivalled field for the study of Irish Paleography. There is a lending library of 6,000 volumes bequeathed by the historian W. E. H. Lecky, himself a graduate of Trinity College.

For further information concerning method and date of applications for admission, limitation of numbers, accommodation, fees, etc., inquiries should be addressed to Mr. David A. Robertson, Assistant Director, American Council on Education, 26 Jackson Place, Washington, D. C.

The negotiations outlined above were undertaken by the Union with the aim of interesting in the American summer school project one or more of the British universities commonly regarded by Americans as possessed of historic charm and traditional organization and method, or of more recently acquiring commanding reputation.

But the Union has not been unmindful of the additional possibilities realizable by a continuing process of educational

effort. During the current year by conference, correspondence, and addresses, which have found their way into print, we have conveyed explicit information to the constituted authorities and the special Committees in charge of summer courses at every university in the British Isles regarding the method and appeal of the American summer school. We have, with some degree of success, removed misapprehension and indicated the advantages accruing not only to American students but to the British universities from the adoption of the American plan by a few of the latter, severally or in cooperation, annually or in rotation.<sup>1</sup> Responses indicative of awakened interest have been received not only from the "older" English and Scottish universities but from the "younger" English and Welsh.

Obstacles, not imaginary nor of tradition alone, stand in the way of general or speedy adoption of the American summer school method by the older English universities. Also in the way are practical difficulties of organization and obligation, educational aim and method. Of these some apply as well to the case of Scottish universities and of the younger universities of England and Wales. The subject cannot here be discussed. The fundamental differences between the British and American systems of university education are terra incognita to most of our American schoolmen.

It is, nevertheless, abundantly evident to this office that, with Trinity College, Dublin, leading the way, one or other of the British universities will not be very long in following suit. But it must be borne in mind that the success of the Trinity College project depends upon the active cooperation of the principal American universities that have given their approval.<sup>2</sup>

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<sup>1</sup> See Annual Conference Bulletin, 1925, pp. 51-53; published by the Universities Bureau of the British Empire, 50 Russell Square, London, W. C. 1.

<sup>2</sup> See suggestions for a Standing Committee, Section IV (5), page 337.



2. *The Formation of a British-American Association of Phi Beta Kappa.*—It is one of the functions of the Union to facilitate by all possible means the cooperation, for public and international good, between representative academic associations having branches in the United States and the British Empire. Toward the end of 1924, the Union obtained the consent of some eight representatives British and American members of Phi Beta Kappa to serve as a Committee of Sponsors for a dinner at which members of that fraternity resident in Great Britain might have opportunity of becoming acquainted one with the other.

The dinner took place under the auspices of the American University Union in the Oak Room of the Hotel Victoria on the evening of January 30, 1925. Some thirty or forty members, British and American, were present. Before they took their seats there was time for introductions and general conversation. The Rt. Hon. The Earl of Balfour, acting as honorary chairman, rehearsed informally but most eloquently the origins and ideals of Phi Beta Kappa, the noteworthy spread of its chapters, its influence over the whole of the United States, and the remarkable service to their country of many of its members. He said that the formation of the Society was "something that only undergraduates would have conceived," that he was proud of his election to membership in so illustrious a Society, and was especially pleased that it had now expanded even to the British Isles. Lieut. Col. T. E. Robins, D.S.O., formerly a student of the University of Pennsylvania and the first Rhodes Scholar from that state, followed with a thoughtful and constructive presentation of the possibilities for greater service of the Phi Beta Kappa of today. Dean Gayley then urged "that this meeting do not disperse without forming such a British-American organization of Phi Beta Kappa as should apply scholarship to the conduct of the international relations of Britain and America in such a manner as to ensure cooperation for the mutual welfare of the English-speaking peoples."

Lord Balfour then called upon J. Arthur Barratt, K.C., who, after a pertinent introduction, presented the following resolutions:

1. That, in accordance with the principles enunciated in the general charter approved by members of the mother society of William and Mary College, Virginia, December 5, 1776, this assembly of American and British members of Phi Beta Kappa does now form itself into an association to be known as the British-American Association of Phi Beta Kappa.

2. That the ideals of the founders being Fraternity, Morality, and Literature, the aim of this Association is to put these ideals into practical effect by drawing into close cooperation the Phi Beta Kappa scholars of Great Britain and America.

3. That at least one meeting of the Association be held in London each year on a date as near as may be convenient to Founder's Day, December 5.

4. That the following officers be elected:

*President*, The Rt. Hon. The Earl of Balfour, K.G., O.M., F.R.S., Hon. LL.D. (Columbia).

*Vice-Presidents*—Dean C. M. Gayley, Litt.D., LL.D., Director of the American University Union; J. Arthur Barratt, Esq., K.C., LL.B., O.O.C.

That the Committee at present serving be continued as follows:

The Rt. Hon. Lord Eustace Percy, President of the Board of Education.

The Rt. Hon. Sir Frederick Pollock, Bart., LL.D., D.C.L., K.C.; Sir Ian Malcolm, K.C.M.G., D.L.

J. Arthur Barratt, Esq., K. C.

Dean Charles M. Gayley.

H. D. Hazeltine, Esq., Litt.D., Downing Professor of Law, University of Cambridge.

Dale M. Parker, Esq.

Lt. Col. T. E. Robins, D.S.O.

That the Secretaries be the Assistant Director of the American University Union in London, and Clare M. Torrey, Captain, U. S. Army, 1917-19; Director of the American Relief Administration, Vienna, 1918-19.

5. That the rules governing the Association be made by the Committee.

These resolutions were duly seconded and unanimously carried. Lord Balfour, as president of the new-born British-American Phi Beta Kappa Association, congratu-

lated its members upon having created an instrumentality that should be of decided assistance to Britishers and Americans engaged in educational enterprises for the mutual benefit of their respective nationalities.

It is the intention of the American University Union to call in August or September a meeting of the British-American Phi Beta Kappa committee for the purpose of drafting rules and initiating arrangements for the next annual dinner.

3. *Exchange of Students between the British Empire and the United States.*—Published figures of 2nd January, 1925, show that there are more students at present from the United States of America in the universities and university colleges of Great Britain and Ireland—namely, 425—than from the British Isles to American universities. Oxford has 179 including Rhodes Scholars, London 114, Cambridge 75, Edinburgh 39, Glasgow 7, Aberdeen 5, University College, Dublin, 5, and Manchester 1. Of these students only one quarter are supported by fellowships, and of these fellowships 96 are on the Rhodes Foundation. The total of American students at British universities is almost as large as that of students from the Dominions of Canada, Australia, and New Zealand combined.

From the British Isles there were, in 1924-25, 228 students in American universities, about two-thirds of the American representation in Great Britain, but it is interesting to note that there are in addition at American universities 870 students who come from British Dominions. If we add the 338 from the British Isles we shall have a total of 1,208 British students at American universities; that is to say, about three times as many as the number of young Americans studying in British universities. This state of affairs is not reported as a matter of self-gratulation for Americans, for it is no less important that our youth enjoy the advantage of study under British conditions than that British youth expand its knowledge of American life and thought.

The figures rehearsed above furnished hopeful indication

that Great Britain and America need not depend entirely upon subvention to encourage the interchange of their respective nationals during college years. If, on the other hand, it is desirable that a large proportion of the best students of the respective nationalities should profit by interchange these figures show that an effort should be made to balance the sheet by the foundation of more fellowships to British universities. Vice versa, if America desires to secure the elite of scholarly British youth it must endow fellowships for British students at the universities in the United States.

Of fellowships for graduate students from the British Isles to the universities of the United States, there were a year ago but fifty. Fortunately, however, by the recent most generous donation of Mrs. Stephen V. Harkness, the Commonwealth Fund has been enabled to establish forty new fellowships for the benefit of British graduate students at American universities. Each of these fellowships extends for a period of two years with an allowance of not less than £600 a year to the holder. Graduate women as well as men from universities in Great Britain and Ireland are qualified to make application. This new arrangement brings the total of fellowships for British students to American universities up to ninety, almost as many as the total of the Rhodes Scholarships. There are still other fellowships of this kind designed for the use of British students in America now under consideration by other donors and practically assured. One fellowship already existing, that known as the Riggs tenable at the University of Michigan, has during 1925 become three fellowships. By the addition, contemplated for 1927, of ten fellowships on the Commonwealth Fund Foundation, the total of American fellowships for British students will be over one hundred.

In the negotiations preceding the formation of the British Committee of Award of the Commonwealth Fund Fellowships the American University Union was proud to be of service. By the selection of our Assistant Director to the

Secretaryship of the British Committee the administration of the Commonwealth Fund Fellowships is conducted, so far as the arrangements in Great Britain are concerned, in the same building as the American University Union.

It is needless to say that the interchange of carefully selected students is recognized by wise and far-seeing men on both sides of the Atlantic as of prime importance. The common tradition of learning and especially of university life is a heritage of incalculable influence in perpetuating the kindly relations between our respective peoples.

The Prince of Wales, on becoming a patron of the American University Union and when he was about to accept the Honorary Presidency of the Commonwealth Fund Fellowships, told your Director that he would rather assist schemes for bringing the best minds of the younger generation in America and the British Isles into the close contact that makes for mutual understanding than any other enterprise he could think of.

4. *Secretariats*.—(a) As already mentioned under (2) above, upon the organization of a British-American Phi Beta Kappa Society, the Assistant Director of the Union was appointed corresponding secretary of the new association.

(b) The Union has also, as a result of the awakened interest in British-American summer schools, become the secretarial center of information and practical assistance for British universities affected by that movement. Not long ago Oxford, Cambridge, and other universities here were approached by several transatlantic steamship lines with offers of cooperation—nay, guarantees of pecuniary success—if only one or other of those institutions would undertake to receive freights of American students, house them, and teach them in a summer school conducted after the American method. Our Union has had the pleasure of conferring by request with the English universities concerned and of indicating routes, less beset by rocks and shoals, to what, we hope, they may themselves regard in

time as a consummation much to be desired. For such assistance the Union has received letters of grateful acknowledgment from University Boards of Extra-Mural Studies.

The University of Oxford, in addition, has honored us with the special thanks of the Hebdomadal Council for quashing by prompt communication with American newspapers and American universities a fraudulent scheme by which a certain unwary steamship line and the Vice-Chancellor of Oxford University—unconsulted—were advertised as cooperating in a summer vacation tour of which the drawing card purported to be a full-fledged six weeks' summer school at Oxford.

(c) The Union is, as already indicated under (3) above, the secretariat for the Commonwealth Fund Fellowships. A meeting was called on 2nd July, 1925, by the Chairman of the Commonwealth Fund Fellowships, Sir Walter Riddell, at which the following representatives in Great Britain of other foundations offering fellowships in American universities to British students were present:

Sir Walter Riddell (Commonwealth Fund Fellowships) in the Chair.  
Sir Hugh Anderson, representing Commonwealth Fund Fellowships.  
Sir James Irvine, representing Commonwealth Fund Fellowships.  
Sir Walter Fletcher, representing Rockefeller Medical Fellowships.  
Mr. A. C. Seward, Vice-Chancellor, Cambridge University, representing Choate & Procter Fellowships at Cambridge.  
Mr. J. R. M. Butler, representing Laura Spelman Rockefeller Fellowships.

Dr. Alex Hill, representing Riggs and Graff Fellowships.  
Dean C. M. Gayley, representing Riggs and Graff Fellowships.  
Professor S. E. Morison, representing Davison Fellowships, Oxford.  
Mr. A. C. Jacobs, Oriel College, Oxford, representing Davison Fellowships, Oxford.

Mr. A. L. Goodhart, Corpus Christi College, Cambridge, representing Davison Fellowships, Cambridge.

Mr. Evelyn Wrench, representing Riggs Fellowships.  
Miss Theodoro Bosanquet, representing Rose Sidgwick Fellowships.  
Mr. David A. Robertson, American Council on Education.  
Mr. R. H. Simpson, Secretary, Commonwealth Fund Fellowships.

A discussion arose dealing both with possible projects

for amalgamating the various fellowship foundations and with the expediency of adopting a calendar series of demarkation dates for the award of the respective fellowships in order to avoid conflicting candidatures. It was finally decided, with a view to the solution of the problems involved, that the Assistant Director of the American University Union be requested to prepare a pamphlet showing in detail the conditions and particulars of the fellowships existing upon the several foundations. To this request the American University Union gladly acceded; the pamphlet is in course of preparation and as such information must be revised from year to year, the American University Union looks forward with pleasure to the privilege of continuing this expanded secretarial service for the worthy cause represented by some seven additional fellowship foundations for British students to American universities.

(d) Further Relations with British Universities.—For years the American University Union has acted as a bureau of information and examining center for the American College Entrance Board, also as American secretary for registrars' offices at the Universities of Oxford, Cambridge, and London, Joint Board of the Northern Universities, Scottish Universities Entrance Board, and General Medical Council. These routine functions referring to entrance qualifications of American students in terms of British university requirements have led to a development which has brought the Union into notably closer relation with British universities.

With regard to changes in the requirements for admission to British universities, the tendency up to a recent date in all these institutions, except Oxford, was to treat each individual case on its merits and to refer doubtful cases to the Union. This year Cambridge submitted to the Union for criticism the draft of a regulation (Grace of the Senate) governing the admission of American students. As the increasing number of American applicants makes it necessary for other universities to follow the Cambridge

precedent, the Union will henceforth be called upon by them to perform similar secretarial services.

It must be recorded as a matter of decided significance that in consequence of the cooperation of the American University Union with the Cambridge authorities an ambiguity was removed from the wording of the proposed regulation, which, as it originally stood, would have utterly misled American university officers and students. The regulation as now adopted exempts from the Cambridge "Previous Examination" (Entrance Examination) American students who have passed the College Entrance Board Examinations or the examinations of any American university recognized by the Cambridge Senate, provided the necessary number of units in English, Latin and Mathematics have been successfully passed. This is the high water mark in England so far as the recognition of the American Entrance Examinations is concerned. All British universities now have recourse to the Union for information and advice in the matter of the relative standing of American universities.

(e) Physical Training under Medical Supervision.—As the result of an address by the Director of the Union before the Annual Conference of the Universities of Great Britain and Ireland held at King's College, London, on 9th May, 1925, on the practice of American universities in respect of the question under discussion, the Union has received so many requests for further documentary materials, especially concerning the long-existing system in use at the University of California, that it has announced its willingness to become a permanent corresponding secretariat for such information not only regarding the California practice but that of other American universities. It would appear that at no distant date, some move will be made at more than one of the younger British universities.<sup>a</sup>

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<sup>a</sup> See Annual Conference Bulletin, 1925, pp. 33-40; published by the Universities Bureau of the British Empire, 50 Russell Square, London, W. C. 1.



#### IV. POLICIES RECOMMENDED

2. *Proposed Extension of American University Union.*—The Director of the British Division endorses heartily the investigation of Berlin, Geneva, and Rome as desirable centers for branches of the Union.

In regard to Berlin he is glad to have been of some slight service by enlisting the interest of His Excellency, Alanson B. Houghton, the American Ambassador to the Court of St. James, and arranging conferences for the benefit of Mr. Robertson of your committee.

During a visit to Italy in the Spring of 1925, your Director discussed with Dr. Gorham Stevens, Director of the American Academy at Rome, the desirability and feasibility of reestablishing in that city a Division of the American University Union. The Director of the British Division has reason to believe that the American Academy would be glad to provide quarters in its beautiful and commodious building on the Janiculum in view of two considerations:

First, that the Academy is now called upon by the Embassy and the Consulate-General of the United States to render services foreign to the function of the Academy and at times onerous. These services are, however, precisely the functions that, in regard to educational affairs, the British Division performs for the American Embassy here and, in the matter of visas for students and professors, for the American Consulate-General. Of these duties an American Division at Rome could relieve the Academy.

Second, that the Academy at Rome, already fully pre-occupied with the research and other undertakings peculiar to its own function and to its corps of resident professors and students, is subject to frequent demands for advice and other assistance on the part of visiting Americans—students or "trippers." Here is an opportunity for service promising most desirable results. The genuine students may not at present be numerous, but that is largely because no such institution as the Union is at hand to proffer assistance. The host of trippers wandering unguided is material out

of which not a few serious students of archaeology, history, and art can be made. The Academy has not the leisure to organize, in cooperation with the Faculties of University and Museum, properly supervised instruction for serious-minded Americans visiting Rome or Naples and desirous of making the most of the opportunity. Such courses of instruction and of authorized scholarly guidance in Rome, Naples, and the neighboring regions are the kind of thing that an American University Union could organize and ultimately develop into a six weeks' school of the American variety.

At Naples a carefully planned course of summer instruction in archaeology and art for American and British visitors was in process of organization when your Director was there in the spring. He was called into conference. Profoundly impressed by the novelty and excellence of the proposal, he brought it to the notice of Mr. David A. Robertson, Assistant Director of the American Council on Education, in charge of International Relations, whose interest was immediately enlisted. The projected summer course at Naples was soon afterwards announced in a pamphlet issued for the guidance of the 10,000 odd American students intending to visit Europe in the summer of 1925.

This summer course included lectures to be given by prominent professors of the university and by the directors of excavations in process at Pompeii, Cumae, and other spots in the vicinity of Naples. It included also visits to these localities under the supervision of Mrs. Mary E. Raiola, Executive Secretary of the Naples Branch of the English-Speaking Union. This scholarly woman is recognized by, and in close touch with, the authorities of university, museum, and the new excavations. She is an American, the only woman authorized by the Questura to act as comprehensive lecturer and guide in Naples and the surrounding districts; in fact the only guide, so far as the present excavations are concerned, admitted by the directors. From the Superintendent of the National Museum at Naples

I have a letter approving highly of her services and ability, and Director Stevens of the American Academy at Rome expressed regret that has not the duplicate of her and her trained assistants at Rome.

A well-established Roman-Neapolitan summer school in Archaeology and art extending its services to Rome and its environs would be of incalculable value in promoting the education of American and British visitors. Assistance from Italian scholars and municipal authorities would be readily and lavishly accorded. A Rome-Naples Branch of the American University Union could speedily develop facilities of this kind annually not only for students of university grade but for hundreds of English-speaking visitors only too glad to study if the guidance were provided.

2. *The American University Union as Center for British and American Scientific and Educational Conferences.*—The American University Union has for some time past served as a place of rendezvous where American traveling scientists and scientific groups have occasionally found it profitable to meet for purposes of discussion. Not a few of our British colleagues know of the opportunity offered and avail themselves of it. But it is only by accident that the attention of Americans has been called to the possibility. Information that such facilities for conference are afforded by the Union should be at once extensively advertised by the American Council and the Institute.

3. *American University Union as Research Library of American Periodical Literature.*—In Great Britain there is recognized need of a central and up-to-date library of American reports, transactions of learned associations, series issued by university presses, doctoral theses, yearbooks, educational records, less known learned periodicals, and municipal yearly reports and other ordinarily inaccessible publications dealing with pure and applied science and the humanities and law, economics, finance, philosophy, psychology, history, philology, literary investigation and criticism, with a reading-room where such authorities, not to

be found in British national, municipal, university, or other libraries, may be consulted. British students in all branches of knowledge, especially American history of the Colonial and Civil War periods, and territorial and protectorate legislation, complain that the results of the latest American investigations are not to be found in this country and that without going to the United States they cannot obtain access to the publications embodying these results. Of two possible ways of filling this gap for the benefit of American as well as British researchers, one is that the American University Union itself build up such a library as preliminary to becoming an institution of research. This would attract to the Union students from all over the British Isles and elsewhere. It would tend to our development into an American Academy, and would even within the first few years lift us into a position of distinction comparable to the position occupied by the American Academy at Rome. The project appears to be one that might readily interest some benefactor.

4. *Relations with the Institute of Historical Research.*—If the policy outlined under (3) is too ambitious, we suggest as an alternative that the Union associate itself rather closely with the Institute of Historical Research with a view to assisting that institute to add to its present equipment the indispensable library of American periodical literature mentioned above. In return for the assistance of the American Council in securing funds, the Institute would presumably be most willing to grant special privileges through the American University Union to a respectable number of American researchers desirous of making use of the Institute as a whole. Such influence would appreciably assist in apprising authorities and students in American universities of the commanding position occupied by the Union, just as the fact that we have sole authority to issue to Americans cards of admission to the British Museum, and that by courtesy we enjoy special privileges with regard to other centers of research, brings our existence for the first time

to the notice of many American students, and not only makes lasting friends of the beneficiaries, but through them enlarges the circle in which we are already favorably known.

This latter plan is in line with that now in prospect in Paris, where several such independent and at present uncorrelated agencies already are at work. In London we are not embarrassed by the existence of several American organizations with similar aims or functions and the best way to avoid such embarrassment in future is to shape as rapidly as possible into concrete form the policy of independent enterprise beginning with the research library of American periodical literature recommended on the preceding page.

5. *The American University Union as Direct Representative of American Universities.*—All British associations include the American University Union as cooperating with them in the reception of American learned and professional associations. To the inaugural dinner, for instance, of British representatives of the medical profession for consideration of the proposed recent visit of American physicians, the American Ambassador and the Director of the American University Union were invited. They took part in the discussion and were members of the Committee on Organization.

American associations, on the other hand, enter into negotiation with cognate British groups for joint undertakings only too frequently without consulting or even notifying the Union. The result is that time and again the Union when requested by the American association concerned is unable to furnish assistance, and when asked for information by our British colleagues, it is handicapped by ignorance of the purposes and wishes of the American organization. We cannot even answer the simplest questions directed to us by those who have assumed that we are au courant.

If it is important that the American University Union

know in advance of the plans of American scientific and educational associations (see IV (2) above), it is obviously still more necessary that we be in close touch with the universities which we are supposed to represent. At present we learn, only like the man in the street, that the University of Pennsylvania has carried out a joint expedition with the British Museum in Ur of the Chaldees. About a year ago we were flooded with inquiries from our British colleagues concerning the personnel of the Harvard expedition to Egypt. Of this expedition we had received no official information. Figure our embarrassment. With regard to student events the Union is similarly left in ignorance. The University of Pennsylvania relay team and the Haverford College cricket team visited England this year. But since the Union had not been informed in advance of their itineraries it was unable either to put the students in touch with organizations such as the English-Speaking Union which wished to entertain them or to answer inquiries from friends, actual or prospective.

Some means must be immediately devised by which American universities, especially of our existing constituency, shall be fully cognizant of the functions of the Union and the services placed at their disposal or already rendered in their behalf, and, on the other hand, of the dependence of the Union upon the cooperation of the universities themselves in the further development of facilities for foreign study and research.

The lack of information on the part of the administration, faculty, and student body graduate and undergraduate—in all but a few of our American universities regarding the functions performed by the American University Union is lamentable. This, in spite of the numerous and invaluable services that the A. U. U. renders to young Americans engaged in study or proposing to study in Great Britain and to hundreds of American professors visiting Britain for rest and travel, or for purposes of research, or with an eye to lecturing over here. Every American university has its

committee on Rhodes scholarships; but in only half a dozen or so of our universities is there a committee on facilities for foreign study and research. As things are, the name of the American University Union appears nowhere in any university register or catalogue; it is still less considered worthy of even vicarious relation to any existing committee. It never appears in any administrative bulletin addressed to students or alumni, much less in any student publication. All this, notwithstanding the high and growing esteem with which the American University Union is regarded by British universities and in spite of our continual contact with the authorities of those universities and the steadily advancing influence that we exercise in matters of Anglo-American education and research. Notwithstanding also the growing dependence of the American Embassy and the Consulate-General upon the advice and cooperation of the Union.

This condition will not be remedied until the A. U. U. is recognized by and in its own name as an institution to be reckoned with by every American university whose purview includes the British Isles, or that sends men and women over here for undergraduate instruction or for purposes of research. Your Director respectfully requests that the American Council on Education, as responsible for the administration of the Union, call the attention of the university presidents concerned to the state of affairs described above, and he urgently recommends that such communication be accompanied by some such proposal as the following:

(1) That there be included in the list of Faculty Committees (as published in the annual university catalogues or registers and in the announcements of graduate schools) a standing Committee on Facilities for Foreign Study and Research or, if preferable, on International Relations.

(2) That to this standing Committee on Facilities for Foreign Study and Research in each American University the A. U. U. (British Division) be required to report at regular intervals its most important current contacts with and services to American students, professors, and other researchers in Great Britain; everything of importance regarding scholarships and fellowships tenable

by American students in British universities and vice versa; all changes of requirements for admission to or graduation in British universities; information concerning vacation courses at British universities; opportunities for exchange of professors; new developments in Britain in the matter of facilities for research.

(3) That, in return, the proposed standing Committee in each university reciprocate in four ways: first, by apprising its students and professors of the informations forwarded by and the assistance to be expected of the American University Union; second, by notifying the Union immediately of (a) new undertakings in respect of foreign study and research initiated in American universities, (b) proposed international meetings of learned associations, and (c) similar impending enterprises, academic or athletic, on the part of American undergraduates; third, by cooperating both critically and actively in the present efforts of the Union, above all, at the present times in order to ensure the success of the approaching American Summer School at Trinity College, Dublin; and fourth, by suggesting new forms of service advantageous to American professors and students during their stay in Great Britain.

Such a committee in close touch with the American University Union is essential as a means of avoiding delays and insuring speedy development of cordial mutual understanding, and kindly academic relations between Great Britain and America. No doubt the American University Union (Continental Division) would be glad to enter into similar relations with the standing Committees proposed above.

C. M. GAYLEY,  
*Director.*



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